R E P O R T   R E S U M E S

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INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS
LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND
ADULTS. FINAL REPORT, APPENDIX C.
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DESCRIPTORS- HOME ECONOMICS EDUCATION, *DISADVANTAGED GROUPS,
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PROGRAMS, PARENT EDUCATION, ADULT BASIC EDUCATION,
CONSULTANTS, READING, FAMILY LIFE, *LEADERSHIP TRAINING,
COMMUNITY DEVELOPMENT,

     SIXTY-FIVE SELECTIONS, IN NOTE OR OUTLINE FORM, FROM
PRESENTATIONS BY CONSULTANTS AIDING IN PREPARING LEADERS FOR
EMERGING PROGRAMS SERVING THE DISADVANTAGED ARE INCLUDED IN
THIS APPENDIX. THE SUBJECT MATTER RANGES FROM SPECIFIC
TECHNIQUES FOR TEACHING SUCH SKILLS AS READING TO GENERAL
INFORMATION SUCH AS BASIC UNDERSTANDINGS NECESSARY FOR
RELATIONSHIPS WITH PERSONS HANDICAPPED BY SOCIAL-ECONOMIC
STATUS DIFFERENCES. SAMPLE SUBJECT AREAS ARE CHILD
DEVELOPMENT, ADULT BASIC EDUCATION, CLINICAL PSYCHOLOGY,
TEACHING THE CULTURALLY DISADVANTAGED, SOCIOLOGY AND CULTURAL
CONTINUITIES, PLANNED PARENTHOOD, PEOPLE WITH SPECIAL NEEDS,
COMMUNITY DEVELOPMENT, DYNAMIC SOCIETY, FAMILY RELATIONS,
PROBLEMS OF ADOLESCENCE, OLD AGE, POVERTY, VOCATIONAL
TRAINING AND GUIDANCE, ROLE PLAYING TECHNIQUES, AND MASS
MEDIA. FIELD TRIPS TO HOUSING PROJECTS ARE DESCRIBED, AND A
SIX-PAGE BIBLIOGRAPHY IS INCLUDED. RELATED DOCUMENTS ARE VT
004 011 AND VT 004 012. (FP)

(Appendix C)

FINAL REPORT

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PA-08

INTERDISCIPLINARY APPROACH TO PREPARING HOME ECONOMICS LEADERS FOR EMERGING PROGRAMS SERVING DISADVANTAGED YOUTH AND ADULTS

April-May 1967

Project No. 5-1936
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Interdisciplinary Approach to Preparing Home Economics Leaders for Emerging Programs Serving Disadvantaged Youth and Adults

Dr. Pauline Gillette Garrett
University of Missouri
Columbia, Missouri
May 1967

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Appendix C

June 14, 1966 (a.m.)

Dorothy Lane
Consultant

Our sense of direction must come from our total involvement or engagement. Through personal mobilization we get satisfaction. Our criteria should be to become involved to the extent of changing a single life.

Terms such as "culturally-disadvantaged" cannot be used because it implies persons living without a culture and this is not true.

At first we have to recognize "self". One of the ways in which we help one another to recognize self is by being aware and by respecting.

A child must have his needs realized first through patience— the ability to give in terms of awareness of the other rather than one's own needs. We should at some point be thinking about ourselves and what our needs are in preparation for working with people whose needs are very, very strong, even more so than the middle-income people. We need to realize our own needs to help others with their needs. (Reference: Mennizer's "Self-understanding for Teachers") We should look at oneself and realize the needs and demands of others; try to see things as others see them.

Another aspect is the willingness to try the new—the unfamiliar, the unknown. It takes sureness of self and trust in other people in order to try the new. So, if we are thinking about this, we have to go back and start with awareness and trust with one another. Still another aspect is the readiness to listen. We learn by listening. We can learn a lot about differences by reading about them and by exposing ourselves to them. We can experience differences in many different ways. (Reference: "We know difference intelligently as adults and we know them even

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more deeply as children." JANA) As adults we can explore as many possible differences as we can.

Overcoming fear is a part of change. To try the new we must overcome the fear of the unknown. The more we know, the less we are afraid of it. (Example: little brown mouse) In overcoming fear, it does take effort to know the unknown. When we are thinking about change, we need to look at the value content and replace the old with the new. (Example: shelling peas and buying frozen ones)

To be able to change we must initiate ideas. This requires courage and awareness of self. Change involves a relationship. Inate within each individual there is a need for change, an urge to grow, and the possibility for the fulfillment which comes through the change that takes place between two people.

(Film: "The Roots of Happiness". Discussion: "What Makes Change Possible? What Interferes and Promotes Change?)

June 14, 1966 (p.m.)

Dorothy Lane
Consultant

Each individual has within him the ability to grow. (Panel discussion—What influences self-awareness in children and adults?)

I. Dr. Sheldon Edelman, Department of Psychology—Kind of Innateness within Individuals.

    A. In areas of motivation and responsibility.
        1. we want children to be able to deal effectively with present and future life.
        2. we want children to have positive feelings about life—to stand on their own two feet.

I. Dr. Edelman cont.

    3. we want children to have many reactions
       to situations.
    4. in some areas the child will have many
       reactions automatically while in other
       areas the child needs help.
    5. we want the child to be free.
    6. children learn through interaction.

  B. Two theories.
    1. curiosity, love, desire, etc., are de-
       rived from instinct.
    2. curiosity, love, desire, etc., are de-
       rived from sexual response.

  C. Present theory—Individual is born with drive to be
    competent.
  D. For good growth, there is a minimal and an optimal
    level of stimulation.
  E. The worst response to a child is indifference.
  F. Child learns most from someone he respects.
  G. Child can sense inconsistent attitudes.
  H. Maturity is having and recognizing many responses.

II. Mrs. Catherine Wallace—Family Influences on Developing Self.

  A. Without problems and stresses there is no growth.

  B. Influences of family.
    1. growing capacity for interpersonal relation-
       ships.
    2. growing capacity for responsibility, produc-
       tivity and competence.
    3. growing capacity for self-esteem.
    4. growing capacity for enjoyment.

  C. A person cannot use himself in a productive manner with-
    out self-esteem.
  D. Prior to self-esteem, the child has to see himself as a
    separate entity.
  E. A child cannot begin the task of self-discovery if he is
    ignored.

II. Mrs. Wallace cont.

    F. Of crucial importance to the child in clarifying
       images is the parent having a good self-image.
    G. One's ability to relate to others is important.

III. Dr. Joan DePena—Cultural Influences on Developing Self.

    A. There are many sub-cultures, each having its own
       model of the "good life".
    B. Backgrounds and the way one learns is very impor-
       tant.
    C. Various sub-cultures see things in distinct ways.
    D. "Low income" people may feel that a deformity is
       a result of a sin of the parents.
    E. Children learn quickly to whom they must respond.
    F. Children learn who to go to for certain responses
       and what the responses will be.
    G. Society tells us from the first moment how we are
       to react to certain people.
    H. One big problem of children of the low-income group
       is the lack of stability of the family.

June 15, 1966 (a.m.)

Dorothy Lane
Consultant

I. Environment and Innate Potential Influences Are Important
   to The Child.

    A. A child may be born with good equipment and come into
       a poor environment and still develop.
    B. A child may be born with poor equipment into a go d
       environment and grow to an optimum extent.

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I. Environment etc., cont.

    C. A child may be born with poor equipment into a
        poor environment and the child does not develop
        properly.

II. Eric Erikson's Ideas on Development.

    A. First basic task of personality is to find trust in
        the world. "I am what I am given".
        1. oral and tactical satisfaction very important
           in this stage. Oral and sensory pathway.
        2. this foundation usually laid in first year of
           life.
        3. basically, sense of trust comes from the mother
           or mother figure.

    B. Development of sense of autonomy or awareness of
        self. "I am what I will".
        1. root of problem is in working with low-income
           people.
        2. the child finds himself in varying degrees of
           good or bad.
        3. the child is expected to meet outside expec-
           tations.
        4. the child begins to control bodily functions.
        5. muscular and anal-pathways to communications.

        6. the child who does not have enough awareness
           of self to say "no", "no", is not developing
           at normal rate.
        7. this foundation, usually in second year, is
           tremendously important to later life.
        8. child has violent drives and impulses.
        9. the way adults give safety influences aware-
           ness of self.
       10. the toddler learns he has control of the
           world by holding on and letting go.

       11. this is a discovery and exploratory period.
       12. Margaret McFarland says one should have a
           sense of being a "durable person".
       13. good mental health is the ability to handle
           stress.

II. Eric Erikson cont.

  14. one's self-esteem is dependent on others'
    ideas.

 C. Sense of initiative. "I am what I imagine I can be".
  1. this starts at age 3 or 4 and is very much
    influenced by general physical growth and
    locomotion.
  2. most rapid language growth takes place here.
  3. tremendous physical energy growth.
  4. to the extent the child has found trust and
    safety, he develops a sense of initiative.

  5. beginnings of relationships outside home.
  6. all need to learn to love people and use
    things—not use people and love things.
  7. imagination grows greatly in this stage.
  8. the child needs help to use energies well,
    make decisions and live at peace with self
    and others.

 D. Sense of industry. "I am what I can learn".
  1. latency period in that there are not growth
    spurts.
  2. time of formal school beginning.
  3. masters use of toys, makes things.
  4. child should not be pushed too strenu-
    ously, he still needs to be cuddled some.

(Quote from Erikson)

"When child begins to feel that it is the color of his skin, the
background of his parents, or the cost of his clothes rather than
his wish and his will to learn which will decide his social worth,
lasting harm may ensue for the sense of identity."

 E. Sense of identity. "I am what I can accept to become".
  1. adolescence.
  2. opposite is role-diffusion.
  3. period of life when child is expected to find
    vocation.

II. Eric Erikson cont.

   F. Sense of intimacy. "I am what I can give".
      1. adolescents but mostly more mature indi-
         viduals.
      2. opposite is isolation.

   G. Sense of generativity. "I am what I help create".
      (Opposite is stagnation)
   H. Sense of integrity. "I am what I believe and af-
      firm". (Integrity vs. despair)

III. General Statements.

   A. It is possible at different chronological ages to
      achieve various stages of development.
   B. We are always working on various stages.
   C. We have a spiral kind of development and people
      change from day to day.
   D. Read Arthur Combs, Perceiving, Behaving, Becoming.

IV. Montessori School of Thought.

   A. Evidence of outward signs stressed as contrasted to
      inner development.
   B. Emphasis on exterior—the developing of intellectual
      ability.
   C. A limitation—does not prepare child to live in world
      where he will have to live. Says things are in a
      nice, neat order.
   D. Advantage—focuses attention on intellectual develop-
      ment and on what we are teaching.

V. Martin Deutsch.

   A. Emphasizes language development.

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Consultant

DISCIPLINE--Fundamental Principles

1. Treat people with respect.
2. The more you know about a person, the more understanding you will have of their problems.
3. Discipline comes from the word "disciple" meaning to learn, to control, to teach.

4. The kind of discipline given influences the self discipline developed.
   a. exterior control at start of life helps children learn to discipline themselves.
   b. interior control is self discipline.

5. We must be consistent in our discipline of a child.
   a. respect him and he will learn respect.
   b. to be able to love, we have to be loved.
   c. the child most unloveable most needs love.

6. It is important to recognize feelings; show we hear what they say; register our listening by verbalizing; I know you want----
7. Use the positive suggestion technique. Rather than saying "Don't do that!", say "Do this."

8. We must believe that everyone behaves in the way that they believe.
   a. need approval.
   b. we behave in the way that others approve.
   c. we need to help children behave in ways that others will approve (peers).

9. Showing trust helps behavior (may be reflected in our voice).
10. Substitute what is expected rather than what is not to be done.

DISCIPLINE cont.

11. The extent of self-control that should be expected is according to a child's age and maturity.
    a. provide exterior control in relation to the interior control expected.
    b. amount of choice depends upon interior judgment.

12. Children will test in a transition period—try out in order to find out.
13. Mental health is the ability to cope or to find a solution to a problem.
14. Give choices (according to age) that they are capable of determining.
    a. may give choices from which to select.
    b. may let them decide choices from which to select.
    c. give choices only when there is a choice to be made.

15. Individuals vary in controls at different stages of development.
16. The more we understand a child, the more we are going to be able to find the way for him to learn.
17. "Child's Fifth Freedom is the right to feel" (Lawrence Kubie).

18. Children need varying amounts of time to adjust to different ideas.
    a. too close boundaries will cause pushing out.
    b. most important is our own example.
    c. appropriateness of limit that is set, the better the learning.
    d. children need some limits to feel safe.
    e. consequences of violation of rules should be clearly defined for children.
    f. infraction of rules should determine the disciplinary action.
    g. resentment comes if we are denied something we really want.

19. We must feel good about ourselves before we will change.

DISCIPLINE cont.

20. The greater the difference between the expectations at home and school, the more difficult it is to work with a child.
21. A teacher's relationship with children should not offer anything that parents could not offer.

PRESSURES—Relationship of pressure to outcome.

1. If adults live with fulfillment themselves, they won't have to pressure their children.

2. We need to help adults and children realize their different levels of abilities.
   a. be verbal about pressures and effects.
   b. help them develop ability to make choices.

3. Play helps young children cope with stresses.
4. If they feel achievement, they can take strain better.
5. Help children find satisfactions and competencies within self (interpersonal competency).
6. Help them value achievements of what they have done rather than comparing with what others have done.

June 16, 1966 (a.m.)

Dr. Wilbur Ames
Consultant

What makes the adult illiterate? What are their problems?
Who is going to teach them? How do you set up your program?

Adult Basic Education

General discussion deals with that education of an adult roughly
equivalant to that which we give a child. Let's define "adult".
Well, it means anyone 14 years and over, or anyone 25 years and
under. Still another definition is 18 years and over. In terms
of practical education, we use a chronological age. An adult
is a person who can learn on his own. An illiterate is a person
who is not an independent. An adult is not an illiterate.

Functional illiteracy: a census was taken of people who could
read and write. They asked how many years these people had gone
to school. They discovered there were 8 or 9 million illiterate
people in this country. A study was done in Chicago regarding
welfare and welfare checks. They discovered that 6% of the peo-
ple on welfare scored less than a fifth grade level when given a
test. They found that even many people who had a college degree
could only read at a fifth grade level. A suggested method of
keeping down this illiteracy is to establish reading programs in
junior and senior high schools. Fifty-seven per cent of the peo-
ple are vocationally illiterate; however, the illiterate rate is
going down. (Ex. impoverished boy who completed the third grade
and then was put into a special educational program.) Now, most
people are at least staying in school through the sixth grade.

According to the census our illiterate rate is decreasing. For
one thing, we now have a compulsory attendance law. What does
the census say about the general characteristics of illiterate
adults in this country? Age? Mostly older people. Sex? 55%
male and 45% female. Place of residence? 60% seem to reside in
some kind of urban setting with a rural background. Race? The
total figure represents 74% white American-born people.

States that have the highest rate of illiteracy are South Caro-
lina, Mississippi, North Carolina, Alabama, Tennessee, Kentucky,
and Texas. Some of the top ten states in terms of number of il-
literats are: New York, Tennessee, California, Pennsylvania,Il-
linois, and Ohio.

Vocational background of these illiterate people deals with em-
ployment, unemployment, and those not in the labor force. Fifty-
three per cent of the total adult population (adults 25 years
and over) of the entire country are employed. Thirty-seven per

cent of the illiterates are employed. A check was made in
Louisiana to ADC (Aid to Dependent Children) women and one-
half of them were illiterate. In New York, one-fifth of
them were illiterate.

Now, we will discuss some programs connected with eliminat-
ing illiteracy. The first one is MDTP (Manpower Developmen-
tal Training Program) which began on a local level. This did
not work out too well because it was found that many people
could not read a training manual, so an amendment was made.
Upon discovering this they set to work revising the training
manuals for these programs. Under the amendment they set up
an illiterate training program to teach these people to read.

The second program is EOA (Economic Opportunity Act) in which
90% of the financial aid was furnished by the Federal Govern-
ment and 10% of it was to be furnished locally. In this pro-
gram public schools are lagging behind. The future of arrest-
ing the adult illiterate problem lies in the public schools.
Job Corps can take on aspects of illiterate training.

Now, we will compare the methods of teaching an adult to read
and teaching a child to read. Teaching someone to read is a
very long and involved process. Take the Job Corps. They are
having problems with discipline. This shows they are at least
reaching people they have never reached before.

The Vocational Education Act has provided money for research
in illiterate work. It is a significant act. On a controlled
interview we visited with illiterate persons in Illinois and
various other places and asked them specific questions. We
were somewhat disappointed. We asked them what they were inter-
ested in and they could not tell us. Obviously, we had a prob-
lem in communication.

We also found that these people came from an illiterate back-
ground—illiteracy breeds illiteracy breeds illiteracy. We
also asked them about multi-ethnic material. We asked them why
they thought they were poor readers. They said because they
did not think it was necessary. So, I ask you, "Is it necessary?"
Why fool with these people in Appalachia for example. Why not
leave them alone? They are happy, probably happier than you
are. Why get them all confused? The answer is almost irrelevant.

In some places where they have illiteracy programs the money is actually being wasted. If these illiterate programs are going to be good, then they are going to have to take on what we call "middle-class stuff".

We asked them about jobs. What would you like to do ten years from now? What would you like your children to be? All their answers were on a realis   level. They do not have pipe dreams. Even though we raise these people from their own level, there will always be a group at the bottom. We did see that their main dislike was grammar. What you need to do with these people is say "Listen to me!" and talk with them. After our interviews with these illiterate people we went to the teachers—a more direct source. We found that these people would talk with their teachers more freely than they would to us. We found out the answers to two questions—1) What are they interested in? 2) What do they need? Following this we wrote all of the fifty states inquiring about outstanding illiterate programs. We received 40 replies. Our findings are as follows:

What was the motivation for coming to the program? Why would they come to a voluntary program? The answer is because they did not have to come. We found that the biggest motivation was to get a better job (a vocational reason). Reading and writing letters to various persons and relatives was another as was reading a newspaper and current events. They want to read because they feel they are out of touch. They want to know where their tax money is going. People on welfare know very little about their responsibilities and their obligations. Helping children is another motivation. A mother is interested in helping her child and she cannot. (Example of illiteracy breeds illiteracy)

Another motivation is the Bible, a high school diploma, etc. There are two objectives in teaching one to read—1) Teach them the best way you know how. 2) Teach them as quickly as you can. Still another motivation is personal improvement. They want to know how to make clothes and to learn good grooming, and pass the driver's test.

In many of these programs we found the average age for adults to be 45 years.

The research program approached the teachers of the illiter-
ats and social workers to find the interests and needs of the
illiterates.

Reasons for the illiterate coming to the program were:

1. In order to get a better job.
2. To read and write letters to and from relatives.
3. To read newspapers and current events.
4. To help children with school work (especially women).

5. To read the Bible and religious material.
6. To get a high school diploma.
7. For personal improvement.
8. To pass the driver's test.

June 16, 1966 (p.m.)

Dr. Wilbur Ames
Consultant

I. Teaching the Adult Illiterate.

    A. Motivations of adults.
        1. to secure a better job.
        2. to be able to read and write letters.
        3. to read newspapers, the Bible, signs,
            maps, and application forms.
        4. to be able to vote.
        5. to be able to help their children with
            school assignments.

        6. to get a high school diploma.
        7. personal improvement and enjoyment.
        8. to pass the driver's test.
        9. the family won't feel ashamed of them.
        10. to be accepted as a citizen.

I. Teaching the Adult Illiterate cont.

    B. Reading Materials
        1. current events
        2. state and local government information.
        3. money management: budget, sales, charges.

        4. homemaking activities such as child care,
           sewing, cooking.
        5. bibliography of Jacqueline Kennedy.
        6. filing income taxes.

        7. insurance: life and car.
        8. test.
        9. sports.

    C. Materials to omit.
        1. religious content.
        2. children's experiences.

    D. Recruitment of Adult Students.
        1. Communication.
           a. TV and radio (do not use the newspaper as
             a media.
           b. religious organizations or church bulletins.
           c. Salvation Army.
           d. Extension services.

        2. Problems.
           a. young people are less interested
           b. compulsive attendance.
           c. place and time-transportation.
           d. course descriptive title.

    E. What to Look for in Materials for Adults.

        1. realistic materials.
        2. pictures-ethnic or multi-ethnic groups.
        3. names-childish or adult.
        4. size of print.
        5. handwriting exercises.
        6. content level.
        7. readability level.
        8. programmed materials.
        9. operation alphabet.
      10. supplementary materials—Readers' Digest.

I. Teaching the Adult Illiterate cont.

F. Dropout and attendance problems.
  1. attendance may be varied from week to week.
  2. class size is a problem.
  3. meeting problems—3 classes a week.
  4. two or three hour classes should vary activity.
  5. rules of conduct and dress.

G. Testing and awards.
  1. standardized tests are not to be used.
  2. awards may be given when course is completed.

H. Methods of Approach.
  1. teach words.
     a. sight vocabulary.
     b. spoken or listening vocabulary.
     c. discriminating between sounds.
     d. discriminating between letters and symbols
        (ex: b-bdpb - mark all letters which are
        alike.)
     e. visual discrimination.
     f. use printed letters and words of the same
        style.

  2. teach consonants and vowels.
     a. key to the alphabets—used in 95% of the
        schools: 26 letters, 43 sounds, and 250
        ways of writing.
     b. five vowels with 19 sounds.
     c. twenty-one consonants and 24 sounds.

Teacher Materials may be received from: Adult Education As-
sociation, 1225 - 19th Street, N.W., Washington, D. C. 20036.

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Dr. Wilbur Ames
Consultant

DROPOUTS AND ATTENDANCE — Adult Reading

The rate of dropouts has been very high and usually occurs dur-
ing the first week. There is also the problem of irregular at-
tendance the first week and thereafter because of job problems
or transportation problems. Class size is another problem for
the teacher. It is advisable to have not more than fifteen in
a class. Ten to fifteen is the ideal number. For those who
miss class you follow up with a personal contact if possible.
Some programs meet once or twice a week. If you really want
to make an in-road, you should meet three times a week. If you
meet for two hours, keep your activity varied. If you are
teaching reading, vary that. Be prepared that it will take
awhile to do this. It will take at least 300 hours. In other
words, crash programs will not work.

Rules of Conduct in Dress: You don't have to worry about it
because it will always work out all by itself.

Visual Rewards: Some teachers have given sixth grade diplomas,
etc. Any external reward is not advisable because the stu-
dents will know if they are succeeding or not.

Testing: This is not advisable nor is it necessary to test
their IQ.

Interview: It is advisable to have an interview with them and
try to get them to read for you. As soon as the prospective stu-
dent has trouble reading, stop it because he might not come
back. You may very well lose him.

Teaching Reading

How do we approach an adult? There are some disadvantages in
teaching an adult to read. For instance, he has failed once al-
ready. Secondly, you have handicaps such as poor English usage,

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foreign language, or you will have some who can read and some
who cannot; you will have some who have visual problems. More
than 80% of the persons in these classes at least have some
knowledge of reading.

You teach association of the consonants. Most of the students
can identify the letters of the alphabet and they will know
the vowels. It is the vowels that cause most of the trouble
in our language. In teaching the adult you start with words
and not with letter sounds that perhaps you would with child-
ren.

Sound Approach to Teaching Reading: In our language there are
26 letters in the alphabet with 43 sounds and 250 ways to spell
those sounds. We have 21 consonants and they have 24 sounds.
There are three letters in the alphabet that we could eliminate
completely. They are "c", "q", and "x".

Next, we go to vowels. We have 5 vowels with 19 sounds. There
are two principles of vocabulary—how many words do you teach
an adult at a given time and how do you teach him.

We teach an adult by sight vocabulary. One must choose words
that an adult knows or can recognize. For the words that he
cannot recognize through visual association i.e. "this", "that",
"is", etc., you must associate them with recognizable words and
use them frequently in a sentence or sentences. You try to
choose words i.e. "bag", "bet", and "bus", say each word and
ask them in what way they all sound alike. The answer is that
all begin with the letter "b" and have the similar sound. Then
you bring in sounds like "robin" and "robber" and show how "b"
sounds in these words when used in the middle instead of at the
beginning of a word.

If you are trying to teach the sound of letters you begin with
the sentences and comparative sounds before you attempt the
visual technique.

Visual Discrimination: Teach them to look into the middle of
words. You cannot tell them that the letter "a" has four
sounds. Take the word "beach" when teaching children. Chances
are the first vowel says its name, but in the word "head" a
different rule applies. We are taught that the letter "c" has
two sounds—a hard one and a soft one. Take the words "city"
and "cat" for example.

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Dr. Wilbur Ames
Consultant

The letter "r" is the most difficult letter in the alphabet.
Now, we deal with problem vowels: put, foot; burn, term;
fir, moon; boy, oil; cow, out.

Instead of teaching them the silent "e" rule, just expose
them to the words with the same kind of ending. (Example:
cake, bake, make, take, wake, back, sack, tack) The diction-
ary can be a very useful book. Another set of skills has to
do with context. This you can do after you have built a vo-
cabulary. They cannot get the meanings but will know where
it is used in a sentence. You should teach them something
about endings. (Example: fight and fighting) Teach them
that they can build many words through endings. Don't go in-
to the introduction of gerunds, etc. Keep it relatively
simple.

The big danger in adult teaching is that the books give you
no sense of direction in teaching. Don't just teach a man
the word "happy". Teach him the meaning of it. (Example:
If a man is not sad, he is _____.) The idea is to teach
them the most functional vocabulary possible. Use the defi-
nition of experience approach. Early in the game you should
teach them to read and write their name. Along with reading
they want to learn to write and should learn to print also.
Printing will reinforce the teaching of writing. Don't
stress spelling—very functional, no rules. Here the type-
writer would be a very good help.

With consonants we have "ch", "sh",and "th" in which we come
with a new sound for each one.

I T A

ITA (Initial Teaching Alphabet) was begun in England by Pitt-
man. An example of a sentence using the ITA method would be,
"Whenever you see eny likwid on the flor, weip it up. It may
bee oenly wauter, but it can caus an acsident."

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This method is easy and it does not remind an adult of past failure. Here is an example. We taught a group of adults five stories in ITA consisting of about 50 words and beginning with Lesson 6-9 we took the 50 words and put them in a column in their regular way of writing and asked how many of these do you know. One person knew 22 of these 50 words.

At the end of the ninth lesson we brought back the regular way of writing and he knew them. Adults catch onto this very fast because adults come to you with a knowledge of a few words already. While working with ITA we do not stress spelling unless it is with words exactly alike. In exposing one to ITA we do not need to teach them phonics' rules because they seem to pick them up. By using ITA you seem to gain six months' time. After you have taught the symbols, advise them to read, read, read.

If you have an adult reading on a 4th grade level, don't drop back and teach him ITA. ITA has been around for five years and it looks like it is here to stay. (Reference: Frank Lauback's "Toward World Literacy")

Fog Index

1. Find a phamplet and check for section of 100 words. Count up to 100 words but don't stop in the middle of a sentence.

2. Count the number of sentences.

3. Take the number of words and divide them by the number of sentences and you have the number of average words for a sentence.

4. Find out how many difficult words there are. Difficult words are classified as words containing three syllables or more. Abbreviated words and symbols are included in this list of difficult words. Do not count capitalized words unless they are abbreviated. If a difficult word is used more than once, count as two difficult words in your list. Count the number of hard words and if they are used over and over again, count them as separate words.

5. Take the number of hard words and divide by the number of words in the sample.

6. Add the number of the average sentence lengths and the answer to #5.

7. Multiply 0.4 into the answer for an indication of the grade level of that book.

8. The Fog Index does not tell how to simplify writing but merely tells when it is needed. The Fog Index is the easiest way there is. There are better formulas but they are longer to use.

June 18, 1966 (a.m.)

Dr. Sterl Artley
Consultant

Language Development and Reading

Emphasis: How a child grows in language development normally; development of a child who grows in a different culture. (Reference: a monograph—Language Programs for the Disadvantaged deals with findings and recommendations for working with the disadvantaged.

Language development of the normal child (not disadvantaged). The three areas where one can begin to differentiate between disadvantaged and advantaged are:

A. Language development—very limited.
B. Self concept image.
C. Negative attitude toward school and teachers.

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Stages and progress shown in language development are:

1. Very, very young child—recently born—the child's cry—at age of three weeks cry becomes differentiated and tells something.

2. Eight weeks, 3 or 4 months, cooing, spontaneous free flow of air across vocal cords, cooing is first verbal language.

3. Three to eight months, babbling, differs from cooing because vowels are now linked together and consonants get hooked in it. A deaf child may begin to babble but quits it shortly because it does not get the auditory stimulation.

4. Ten to fourteen months - first word.

5. Fourteen to twenty-four months - short sentences, one thing follows another and develops rapidly. (If a child is not talking by the time he is two years old, it would be best to have him checked for deafness or mental retardation.)

6. Two and one-half years - child has full complement of vowel sounds and about 2/3 of consonant sounds. (A vowel sound is where the sound is differentiated in the vowel box which is easy. A consonant sound uses lips, teeth, cheeks, and palate and it involves very fine muscular control as well as all teeth to make sounds clear.)

7. Seven and one-half years - "correct" articulations are obtained.

Vocabulary Development

Smith, in a study in 1926, based on the study of 50 children, found this to be average—

12 months	- 3 words		4 years	- 1,540 words
1½ years	- 22 words		6 years	- 2,500 words
2 years	-272 words			

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A later and different study shows a child of six had 25,000 words in his vocabulary. Conclusion: There is a wide range of difference. Seasons help.

Factors to help in building a vocabulary are:(these that the advantaged child has)

1. mother reads nursery rhymes; child uses picture books with words below; avid sign watcher; cereal watcher; TV commercial watcher; notices differences and likenesses; goes to park; goes to zoo; goes on trips; travels; has all kinds of playthings, celebrations, and experiences.

2. children get control of grammar at an early age. Grammar and usage are not the same. Usage is language habits—learns from environment. Grammar is word order and correct pattern of words.

3. church, Bible schools, church school, and activities.

4. opportunities to hear all kinds of sounds such as TV, vacuum cleaner, hair dryer, planes, steam irons, rustle of dry leaves, stream of flowing water.

5. opportunity to learn positions and differences—over, on, bottom, top, left, right, tall, short, oval, square, sweet, sour.

How the deprived child misses so much of what the normal child takes for granted:

1. comes from disadvantage areas; comes to school; was born, reared within a radius of about 5 or 6 blocks;very limited physical environment.

2. may be living in a farm home and is limited in things that offer experiences.

3. mother may work and be too tired to talk, may be kept by a sitter who does not care, may seldom see father, or many different men who call themselves father.

4. lacks motivation for language development, very limited vocabulary, lacks words that stimulate thinking, does not know or use position words.

5. about 1-2 years behind the advantaged child at the age of 6.

6. may be "drop-out" because they come and go to school where the language used and the vocabulary used has no meaning to him.

Generalizations:

1. An IQ rating increases by several points when a child has had a rich environmental language background.

2. When we teach language development, we are doing more than equipping with words. We are developing intelligence.

3. One should attempt to enrich a child's life through experiences at kindergarten age through first and second grade if one hopes to develop a vocabulary to the fullest.

Dr. Mina Morris
Consultant

There are three major movements that underly why you and I are
here to talk about education—industry, mass production, and
automation.

The children we work with today are better off educationally
because the demand for skills is greater. Now, comes the ques-
tion, "How do you get your people to perform more difficult
tasks?" The kind of man that will survive in one civilization
will not necessarily survive in another. You cannot train a
child for the job he will hold as an adult because chances are
at this moment we cannot realize what life will demand several
years from now. The current pressure is teaching people to be
aware, and tackle problems, and our schools are not geared to
do this. The reason for this is the fact that science and
knowledge has mushroomed and we must have a base of a higher
order of skills. Mostly, we talk about unemployment ability
and employment. Our main task is to get people employable.

You must not divide problems of an urban society from those
of a rural society. In the year 2000, 85% of our population
will be in urban complexes. The real problem we face as tea-
chers is how do you get a child divorced from the family atti-
tudes or do you try to change the family? In other words, is
your job <u>child</u> education or <u>family</u> education? Our goal is to
train our children so that they can function in a metropolitan
complex. People will be more urban and they will be more clus-
tered.

Human resources are beginning to be less than tangible assets.
We are saying here that a technical society demands excellence.
We assume that people have ability if we could only tap it. We
have many programs aimed at excellence.

When the people come in from the hill country, they visit with
each other and sleep on the floor but the farms that they come
from are getting passe because those small farms are becoming
part of larger farms. The big job of the public school is

that of training students whose talent and knowledge they
will not benefit from. We have to educate people who will
fit into the metropolitan complexes. The social economists
tell us that the phenomena of the future will be large metro-
politan complexes in which they will be flexible and they will
fit into the technological processes.

Our real goal is to keep people alert so that they will take
a fresh look at its coming. Traditionally, our society has
been more effective in developing mass production methods. We
are more sensitive to poverty because we see tha⁺ in an af-
fluent society no one should starve or go without. We are
worried about our image. We are a democratic society based
on an industrial complex and industry has taken on fresh mom-
entum so that we now talk about automation. With this comes
the chance of losing a job. Expensive machines, equipment,
and living in relation to a paycheck have brought about two
things—government insurance and government concern over how
and why 1/5 of our population is living on the fringe of sur-
vival. There is a general consensus that life in an indus-
trial society all over the world will be centered in large
metropolitan complexes where they will need a paycheck to
survive and these complexes will bring man's socio-economic
differences out.

Our society is more divided from the land and a man's own in-
dividual level of competency is the only thing he carries with
him from place to place. The society realizes increasingly
that a man's personal skills is the only thing he can cash in
on. Mothers talk about getting the children off the labor mar-
ket until they are ready for it. At the present time, we do
not need these children because of automation and because we
are having trouble re-tooling what we have. The high school
certificate is becoming the criteria for an interview for em-
ployment. This is all a part of our society. Terminal educa-
tion does not mean a student is terminated.

Summary

I. High and Low Achievement Factors.

   A. Certain personality traits differentiate both groups.

I. Achievement Factors cont.

    B. Type of community influences type of achievement.
       1. more affluent people moving out of cities.
       2. cities made up of displaced rural society.
       3. chronically poor and mal-adjusted fail to
          achieve.

    C. Family Attitudes
       1. the real problem is how to get the child
          divorced from family attitudes.
       2. should we have child education or parent
          education?

    D. Community participation.
       1. hidden poor practically immune to poverty
          programs.
       2. older age group remaining in cities; child-
          ren live outside city.

    E. Brain rather than brawn is issue today as result of:
       1. industrialization.
       2. mass production.
       3. automation.

    F. Ability to perform.
       1. the kind of man who survives in one society does
          not survive in another.
       2. a child cannot be trained for a job he will hold
          as an adult because 80% of jobs to be filled we
          do not know about.
       3. the orientated person who is aware of how to at-
          tack new problems is the survivor.
       4. it is not enough to train for a skill-flexibility
          job.
       5. technical society demands excellence.

    G. Socio-economic differences.
       1. a democratic society demands that children remain
          in school.
       2. enrichment programs have been geared to a few.

Highlights

1. If you want to keep things going you have to keep everybody in the act.

2. There is nothing pertaining to schools that does not pertain to racial problems (in St. Louis, Missouri).

3. It is not accidental because labor unions want children better educated.

4. In an automated society it is not enough to train for skills—programs must be flexible as living for a paycheck is a necessity.

5. We have a democratic society based on a highly industrial complex and an industrial complex has led to automation.

6. We are no longer seeking population from all other places; however, we are looking to other countries for scientifically- trained people.

7. In an affluent society nobody should starve.

8. Our goal is to train people to fit into a metropolitan complex.

June 20, 1966 (p.m.)

Dr. Mina Morris
Consultant

Provisions have been made for special education programs for
the handicapped.in all 50 states. Children are identified
by State Law. They are open to inspection and must be re-
examined at two-year intervals.

Special Educational Personnel feel that they can teach these
children. They feel that learning can be done through
touch and feel. The goal is to get people to continue self
education. If the program is successful, there will be few-
er people going into this program. There should be a rela-
tionship of inter-action among various agencies.

Special services should be provided that will support positive
strengths in the homes. (Guarantee some form of a child's
health status.)

Brain-damaged children should not be treated as bad children.

Children do not drop out of school because of dumbness but
because they do not like what we have to offer.

Bring in non-school experiences to improve one's culture. Each
school system has to adjust to its own culture and needs.

We should work from within a group because the structure and
organization is already established. We should work with our
strengths. The homemaking area is closer to the home than any
other area. We should understand the personality of the indi-
vidual child. Try to make room for the child who does not un-
derstand the facts. These children could teach us something by
their cry they might have. Poverty today as compared with
poverty of old is different in that it is no longer something
of a silent nature.

All recipients of Public Welfare have identifiable incomes.
Poverty is not hard to identify. We can have poverty spirit-
ually, mentally and emotionally. To be on Public Aid is not

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the only way to be poor. Some people are proud to be poor.
We will have to get un-becoming labels off the programs so
that people will want to come to them. Stop using the words
"disadvantaged" and "culturally-disadvantaged"!

Special Services

There is some relationship between nursery school and stymied
intelligence. Assume that a school system does a very good
job of skimming off the students. The first thing you find
out is why a child is a slow learner. The next step you have
is children who do not get along. Of these special services,
non-teaching would include a guarantee of some form of survey
of a child's health status. One of the values of the Head
Start Program is that every child must begin with a physical
examination. Many children have problems in school because
they have a hidden physical defect. The object is not to
have a full-time doctor but to use state agencies that are
medically supported.

The next kind of special services is to understand why a child
is showing symptoms of being mal-adjusted. If a child does not
come to school it stands to reason that he will have trouble
learning. There are social workers that check on attendance.
We used to call them truant officers. At the elementary school
level we have been authorized to have a pilot program for child-
ren who have a problem in social adjustment and not in brain
damage. Children don't drop out because they are dull. They
drop out because they lose interest. What are the wrong kind
of kids? Certainly, not those who have brain damage. To get
something done you size up the people in your community and
tell them what you need. Unless we understand peoples' feel-
ings about being poor we cannot get very far.

Dr. Mina Morris
Consultant

Impact of Children on Learning

When people get alert, then pressure begins at a State level.
When you have programs sponsored by public money, they have
to be tied up with the law. These pilot programs have a core
of creativeness about them. Many of them will be absorbed by
the local school systems for their own programs. Many of the
larger schools have been recipients of grants from philanthro-
pic institutions such as the Rockfeller Institute, etc. The
schools act sometimes as a catalizer to get things going. The
school is a big business and is proportionate to our income.
The way this is done depends on local ingenuity. You, as a
community and human resource, influence policy.

Human contact in teaching children to read is sometimes the
difference. In your communities,cash in on forward groups
(Junior Leagues), encourage the people to see the proper con-
sultants for programs that you may wish to set up. The idea
of bringing parents into the program to do a specific project
is a part of good planning. We share the problems with the
parent; we do not hand out the answer. Direct face-to-face
contact with the parents is highly desirable. Human contact
without embroiling oneself is imperative.

Today, we will be discussing the needs of all children. It
takes more know-how to live and survive as a person today.
The home and the welcoming of the parents is the most impor-
tant thing. You don't ask the parents to come in to help
discipline their child. Instead, tell them you have an idea
that you want to.discuss with them. Consult with them all
along the way. Then, say, "We know that some of you have
private questions you would like to ask."

You have a good liaison person to work with the group. Ev-
erything that the children do and don't do keep the parents
informed about. It is sharing the problem and not handing
out the solution that counts. Reassurance must enter in

somewhere. You respect the parents because you know they have something to offer. Seek and advise but you don't always have to abide by their decision.

Screening needs to be done locally and it is a problem of decentralization. In our particular situation we have a lot of serious problems;we have to be committed to a philosophy. If you are going to stay close to these people you must have day-to-day contact. The ratio of problems in schools is 8-1 boys. Girls are trained early to be passive and we have much agressiveness. (Reference: Follet Publishing, Abramovitz, Articles on Teaching Guides).

As you get into learning problems, the students will be predominantly male. The term "he mellows me" is an idiom meaning "he gets under my skin and how". (Reference: Perry Pre-school Project 1962-63 occurred in Ypsilanti - Board of Education) We found that the kinds of problems are the problems all children suffer regardless of race, color, or creed. We have to recognize from other studies that the first 3 years of a child's life fits the pattern. You have to get these children early; set up a nursery and primary education. The idea is that intelligence grows in a spiral fashion. It is tied up with sensory motor stimulation. If a child does not get this, he will have problems in identifying and will not spiral as he should.

You must give the child a chance to see, be alert, and to assemble and take apart. A child learns to read from left to right as part of his culture. He learns directions in time and space. Directionality is important in learning. It has been learned as you observe children who do not make progress that language and communicative skills are way down. Some people communicate more with words than others. Talking and listening are skills that have to be learned. Our society will go on record as being the great learners of the reading skills. In our society reading makes it easy to change jobs. Reading is a cultural necessity. Someday you may have to teach them something else. Now, you must teach them reading and cultural survival. This is your job!

Reading is almost the key in the school situation. A child must learn to see big differences and little differences;to read from left to right; sensory motor discrimination is the

ability to distinguish. Expressiveness refers to motori-
vness. One of the reasons children do not learn is be-
cause they do not respond well.

There are problems of all children of meager earnings re-
gardings of race, creed or color.

Intelligence grows in a spiral fashion from little to big.
It stems from sensory to motor stimulation. Start by giv-
ing the child a chance to see, feel and touch. Direction-
ality is important. According to test results language
and communicative skills are way down. Talking and listen-
ing are skills that have to be learned. Today, reading is
a western culture necessity. Reading is the key for sur-
vival.

You read about expressive disorder when you read about brain
damage.

S O R

Sensory:	a)	stimulus	b)	sensory	c)	input
Organism:	a)	association	b)	mediation	c)	cognition
Response:	a)	motor	b)	sensory	c)	output

Our goal is teaching children simply "to know"! Teach them
to have faith. Perception: you need perception. In order
for children to learn a book they must have a good ability
to hear and see. Sensory puts a premium on hearing and see-
ing. We call this association. A child can perceive natur-
ally. He can cognate. The cerebral cortex enables him to
perceive and appropriate a response which is some form of
expressive behavior. It has its roots in motorability.

In active intellect we assume that a child can know and
solve problems. Intellect tests like a Stanford Benet are
for children. The abstract attitude is the mark of the in-
telligent adult. Next, we discuss the problem of attention
and concentration.

Concentration and attention and persistence (or coping)—
listening to what you want him to say rather than what he
wants to say. The teacher must not be over-responsive—
learn how and when to "tune them out" (Abramovitz).

The teacher must learn to tune out of the child's world at
times. We must not confuse hyperactivity with boredom. A
bored child can control his activity. Hostile and disin-
terested—hostile and withdrawal, chronic, depressed.

The activity level is both hyperactive and hypoactive.
There are some children who simply cannot "tune out".
Don't confuse clinical hyperactiveness with boredom. Most
of the programs now are geared to handle fewer than 12
children in one class. A bored child can control the bore-
dom whereas a hyperactive child cannot. (Example: brain-
damaged children are in constant movement and can be con-
sidered hyperactive.) Apathy and disinterest is found in
middle class schools where the teacher and mother are bor-
ing-in on the child.

A teacher's biggest job is motivation and this is internal.
With a child motivation is external. We motivate him by
giving him a reward. With reward comes punishment and ego
deflation can be one of the worst punishments. Poor moti-
vation may deal with a low self-esteem. Most of us have
succeeded in learning through verbal communication and many
of our children do not respond with these tools. They have
not been acclamated to all the rules of learning. Oral ex-
pression proceeds written communication. We all speak be-
fore we read. Children use nouns before they do verbs and
conjunctions. Our problem is to introduce the child to the
spoken language before we do the written language and to
understand his spoken language. In addition to knowing
the word, we must tie it up with a concrete object. We have
to widen the working vocabulary;we have to have a language
between us. Know the labels of things before you introduce
it into print. With children they must see, feel, touch,
and experience. Communication is through objects first and
words later.

June 21, 1966 (p.m.)

Dr. Mina Morris
Consultant

Kinds of children psychologists find educable:

1. **Aphasics:** one who lacks comprehension or he lacks expression. (can't say door, but points to it.) The minimal brain damage may be included in this group. These children are unable to grasp concepts. They generally have a severe specific learning disability. (They can't read "cat", but can tell of his trip to the zoo.) These children are found in all strata.

2. **Emotional:** depressed by failure. The school contributes to some of these failures. The child has low self-esteem; is frequently unhappy; and behaves with extreme underlying hostility.

3. **Intellectually dull:** may have an IQ of 80-100, but does not work with it. These form the bulk of the culturally deprived. This is the group that we can make the biggest dent on. Their problems are survival rather than learning. We need to teach basic skills and try to keep him motivated and stimulated.

Major Psychological Terms

a. neurosis-anxiety: scared to do wrong.
b. psychosis-disorganized person: does not see the world in a realistic sense.
c. character disorders-negative: resistive.
d. lowered social status with peers and teachers—they are isolated when associated with peers. Many times his peers underestimate his ability and make fun of him. These children tend to feel shame in some things an adult would be proud about.
e. specific teacher problems—1) a teacher who feels inadequate. 2) teacher has hostility toward children. 3) teacher is uncomfortable around parents. 4) wide differences in social gap.

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—A Case Study——

Perry Pre-school Project 1962-63

(Hypothesis)

1. Effects of cultural deprivation on intellectual
   growth is to limit its development. (Hunt, etc.)
2. Early childhood is a critical maturational phase.
   (Piaget et al)

(Method)

School organized, school sponsored
Ypsilanti Board of Education
Michigan Dept. of Public Instruction

Research design utilized experimental and control groups:

a. children were identified as being culturally dep-
   rived.
b. functional ental retardates supplemental funds
   from Michi(n County and State Special Education
   Department.

Findings in the above study—

1. the student must bring the home into the classroom
   or he will not learn.
2. every child who enters school should be preceded
   by parent conference.
3. attitudes of poor people are not more negative
   than any other people.

Summary—

An effective teacher is one who is comfortable in her own
life and does not get so mixed up in her role that she plays
mother to the children she teaches. We cannot displace the
parent. We must have a private life and be satisfied with it.

June 22, 1966 (a.m.)

Dr. James Abbott
Consultant

Habits and Weaknesses of Speakers

Selection of poor material is the first weakness. In com-
munication, you will have to be able to go in front of a
group and perform. You must decide what is their speaking
level. Are they divorced people? What is the general age
level? Project to the individual rather than inanimate
objects. Organize your notes well. Get the group into fo-
cus before beginning your speech. Relax and don't be so
concerned. Begin with a humorous joke.

Adjust your own vocabulary and speaking to the particular
situation. Lose some of your emotionalism and shock and be
able to communicate with a literate and illiterate group and
be adaptable to change. Vocal monotony does not include a
dialect or accent because these can be used to one's advan-
tage. Huntley & Brinkley have helped us considerably in re-
ference to having our notes before us. They helped to abol-
ish the school of thought which made us ashamed to have notes
before us. Anyone can tell you how to solve the problem of
stage fright.

You may try various remedies but I just say "be prepared" as
this is the essence of solving this problem. Even experienced
persons will come across this problem. Talk around this pro-
blem. You almost have to find your own little secret to solve
your stage fright. If you know what you are doing, you will
be less nervous.

The second weakness is poor platform techniques which might
include some of the following—

   1. the chronic walker: you will notice his pattern of
walking, become annoyed, then you defy him as the speaker to
change his pattern of walking. The end result here is that
you stop listening.

2. **the chronic swayer:** will shift his weight and put his hands in his pockets. Women wring their hands, play with their rings, their hair, etc. The purpose of all this is to abolish any aggravating habits you may have that will keep your group from listening to you.

3. **the scratchers:** (self-explanatory)

4. **playing with keys:**

5. **playing with your handkerchief:**

6. **being apologetic:** we all must realize that we cannot be conceited to the point that everything we say will be listened to. There must be a change in what you are talking about. When someone is apologetic the listener says, "oh, good! I can day-dream now.".

Of all the forms of communication, we pay less attention to conversation. Many do not feel at ease and do not know how to carry on a conversation. The good conversationalists are not born, it is learned. If you are not very good, you will first have to force yourself to take part in one. If you are inhibited, you will have to force yourself to take part even if you have little to contribute. If you cannot talk, at least listen.

Another good idea is to enlarge your storehouse of knowledge. As teachers, I think we are the most narrow-minded individuals on earth. We stay in our profession all the time and refrain from becoming learned in other fields of knowledge. There are many ways to enlarge your storehouse of knowledge—traveling and developing other interests in people. You could find little success in life unless you were interested in others. Work hard to improve your grammar and speaking habits. Speaking involves both oral and physical communication.

You ask, "How do you begin a conversation?" If you have trouble in conversing, ask the other individual about his job, his ambitions, hobbies, etc. Make the center of attention on this person. Keep the conversation moving. This is done by being cooperative and finding pleasant topics from the beginning.

How to Build a Conversation:

1. allow people to finish sentences. We think faster than we talk. Some people we can out-talk. It is a very bad habit to do this. Unless you break this habit, you will be losing your means of communication. If we are going to be working with socially-deprived people, this will make them dislike us.

2. be concerned with others'views and respect their views and try to change the talk.

3. calm your temper. What is going to happen when someone says to you, "You tellin' me what to do?"? When you lose your temper, you lose your common sense. Remember, that most of the time you are the foreigner and you must rise above the occasion. If you don't, you will lose everything and gain nothing. If you are going to spend 50% of your time with the underprivileged, then you had better appraise your temper.

4. avoid the "I" complex. The "I" person is resented. These people could care less about the "I".

5. enjoy conversations by sharing.
6. feel as though you are part of a team.
7. "gossip not!"

Men and women in our profession are experts on gossip. Now, in the field you will be going into,what is going to happen the first time you betray someone's confidence? You will lose them. If you start looking for good in people, this will help. If you just keep it for a day, the temptation will lessen and this will help. Most people do not share confidences. You will be a walking encyclopedia,so be careful of what you say. Concerning your particular role, as you work with individuals, be a good listener.

I. Building Your Speech.

    A. An effective speech must be—
        1. purposeful. Write down the purpose. Don't ramble.

2. easily heard and easily seen.
3. attention-holding. Tell the joke well.
4. animated.
5. well-organized. Don't skip from top to bottom to middle.
6. be sincere with what you say. Listeners can tell the difference.

B. Prepare your speech.
1. consider audience, event, occasion.
2. consider total purpose. Keep it in front of you.
3. choose your topic and stay with it.
4. gather materials related to subject.

C. Organize material.
1. use outline to state points in order.
2. if being quoted, you might write speech word for word, then follow outline.
3. rehearse voice tone, gestures, points of emphasis, and expression before mirror.

July 23, 1966 (p.m.)

Dr. James Abbott
Consultant

The following discussion was held after a series of role-
playing incidents were presented. The students who partici-
pated besides members of the Interdisciplinary Training Pro-
gram, were chosen from classes being conducted at a large
high school's summer session. Most of the students played a
role which was comparable to the one he plays in everyday
life.

Summary of purposes, approaches, and comments on role-playing
incidents:

1. To get to know a young, retarded girl:

    Approach: began by offering child cookies and milk.
               Then conversing about home, vacation, and
               games.

    Comments: good eye contact was maintained which helped
               the communication process. The child forgot
               she was in a performance situation and re-
               sponded in a positive fashion.

2. To get to know a teenager who was unhappy in school sit-
    uation:

    Approach: began by saying she wanted to get to know him
               better; discussed what activities he was in-
               terested in; asked if he knew what the family
               living course would be like; asked about fam-
               ily.

    Comments: it is well to establish the reason for the
               visit to put the other individual at ease. A
               visible feeling of good will was noticed by
               the boy and class members. The use of some
               words ("recreation" in this example) might

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tend to make it difficult to establish rap-
port. One should select a vocabulary which
the person easily understands.

3. To get to know a late teen who was interested in dropping
out of school to earn money:

Approach: began with "I know you are having problems."
She inquired about the possibility of extra
income from social security which the parents
might be eligible for. She mentioned several
possibilities of work that could be done on
part-time basis while attending school besides
offering to inquire about a job for him her-
self.

Comments: with certain individuals it might be better to
let them state their problem. It is a very
good idea to be familiar with many services
and job possibilities in the community so one
will be better able to offer positive help. It
might help to either offer to go with the stu-
dent or make an appointment for him rather than
to just ref him to someone.

4. To help influence a potential young negro girl dropout to
stay in school:

Approach: asked how she felt about school and teachers;
inquired as to the reason she wanted to quit
and what she wanted to do if she did quit;
stressed the need for an education.

Comments: begin an interview of this type on the posi-
tive note. Try to give the student a reason
for staying in school that makes sense to her.
In an interview, learn to watch for key words
which may give an inclination of the student's
real reasons. If unable to establish rapport,
endeavor to find out if there is another per-
son this person might discuss her problems with.

5. To influence a young white potential dropout whose parents do not work to stay in school:

   Approach: inquired as to the reason he wanted to quit school; what his parents did; what he would do, or like to do; mentioned several possibilities which might help him continue his education besides working, mentioned several things he could do after graduating from school.

   Comments: In talking to a student about school, it is soon evident that school must offer the individual something he wants. He needs a concrete reason for remaining in school. It is important to ascertain what the true problem is and work on solving it. In this situation the real problem was money, not school. Again presenting possibilities for work now and after graduation is a good idea. One should offer to help him meet his needs or refer him to someone who can.

6. To help an Indian boy adjust to a society which he does not like and to a society which he feels does not like him:

   Approach: to get the boy to go to a boy's club. She appealed to him to take his two younger brothers to the club on open house.

   Comments: the appeal to the boy to take his two younger brothers to the club is an excellent way to help him get his mind off himself. It might help if it could be arranged to take the boys to the club the first time.

7. To gain the confidence of a young Negro girl who is pregnant and wanting to dropout of school(the girl has not told the woman she is pregnant):

   Approach: the teacher used the approach that everything which you tell me will be confidential. She inquired into the reasons why the girl wanted to drop out and what she would do if she had

to drop out. She made arrangements for another conference with the girl for the following week.

Comments: most of the class members liked the "confidential" approach. It is important to break down resistance and establish rapport. If the girl does not volunteer the information that she is pregnant, this means she still lacks confidence in the teacher. It is best to continue to work with the girl until she develops the necessary trust. Don't force a girl to "tell".

Group Work Assignments

1. Identifying Key Concepts with Implications for Action as Home Economic Educators.
2. Personal Interest, Background and Need.
3. Areas of Instruction.
4. Use of a Listening Team.
5. Public Assistance in the Appalachian South.

6. The Consumer, World of the Poor.
7. Theories of Adolescence.
8. Through Homemaking Consultants.
9. An Examination of the Sociological Characteristics of the Financially Deprived.
10. Who Are the Disadvantaged Girls, 16-21 Years Old?
11. Child Rearing.

June 24, 1966 (a.m.)

Dr. James Abbott
Consultant

(a continuation of role-playing incidents)

1. **Purpose:** offer assistance to a woman with three illi-
gitimate children. The children are talking
at school about the many boyfriends mother
has at night.

   Approach: explaining to mother that her son is having
difficulty identifying his role with adults
and trying to determine the reason for this
difficulty, explains that the child is talk-
ing to the teacher and other children at
school about things which he observes.

   Comments: It might be better to try a more direct ap-
proach with this woman and state the problem
rather than hinting at it. Might mention
that the children could be removed from the
home. Try to use language which the other
person easily understands. Learn to watch
for and utilize key words. (In this case,
the word "blab" could have been used as a
stepping stone to further conversation about
the specific problem of mother's boyfriends.)

2. **Purpose:** extension agent is trying to form a mothers'
club which will hopefully help influence the
mother of three illigitimate children to take
a greater interest in the environment and
proper development for her children.

   Approach: she explained she was new in the community and
would like to visit for a few minutes. Next,
she indicated she was investigating the possi-
bility of forming a mothers' club and asked
the woman if there was anything she felt she

would like to know more about. She also in-
quired as to how she would like the classes
to be conducted. The woman was involved be-
cause the agent asked her to inquire among
her neighbors to see if they were interested
in a club. The agent promoted the idea that
children imitate parents and adults. This
helped provide a foundation for future dis-
cussions.

Comments: the agent appeared comfortable in her posi-
tion. She was specific in her approach and
did not attempt to get the answers to all her
questions at this first meeting. People are
proud of what education they do have and this
fact can be used to motivate them into cooper-
ating with programs designed to meet the needs
of people in the community. One must remember
that just because a person is poor does not
mean he is stupid. In working with people,
strive to avoid questions which put the other
individual on the defensive.

3. Purpose: a welfare case worker asked two women who are
on welfare to meet a county extension agent at
a church to investigate the possibility of be-
ginning a mother's club.

Approach: began by stating she was glad they could come.
Next she stated the purpose of the meeting;
then proceeded with getting better acquainted
with the women. She asked if the children
helped at home with the cooking. She provi-
ded material which could be used in teaching
the children while mentioning facts about the
economical use of powdered milk. (She con-
veyed this information because they were on
welfare) She asked them to talk to neighbors
and to take charge of the first meeting. She
gave them additional bulletins while relating
some of the things which might be learned at
club meetings. She offered to provide trans-
portation to those who might need it.

Comments: it is good to get women involved in conduct-
ing a meeting; however, one must be certain
to stress the fact that it is a simple task
which they are already capable of doing. One
should mention that help is available if the
need of it should arise. The first meeting
might have staggered hours so the people who
could not get there exactly on time would
still feel free to attend, A feeling of mu-
tual undertaking of this project should be
developed. If other persons are involved,
be certain to give them credit. This can
help build a sense of confidence in other a-
gencies which are trying to help the disad-
vantaged. Giving bulletins is a good way to
help people understand what they will be do-
ing in addition to being a good motivational
device. Facilities to care for children
should be provided if possible.

4. Purpose: to prepare five students who are in the 7th
grade for a meal in a fine hotel restaurant.
These students have never had this experi-
ence.

   Approach: teacher introduced herself and began by get-
ting acquainted with the students. She gave
a brief background of the program and expla-
ined the purpose of this experience. She in-
quired as to the experiences these students
had had with eating meals away from home and
had them relate why they enjoyed these exper-
iences. She explored ideas the children had
about eating out; established what things they
felt they should know before going to the re-
staurant and passed out a booklet which ex-
plained what they would be doing to prepare
for this experience.

5. Purpose: to pre re FHA members for a trip to Memphis.

   Approach: the teacher explained the purpose of the trip.
She asked to have the explanation of the trip

first before answering questions about the
trip. The information she gave included such
areas as: date, purpose of permit slip, trans-
portation, clothing appropriate for trip, money
needed, food, toilet facilities, directions
and time for leaving and what would be seen
while at the fair. She stressed viewing the
FHA booth since these girls might have to do
a similar booth next year.

Comments: a permit to attend a function such as this
does not relieve the school or teacher from
liability even though the parent signs the
slip. It is not a good idea to threaten stu-
dents with the possibility of being left if
they are not at the bus ready to leave by a
certain time. A different type of punish-
ment would be better. The students were in-
formed as to the important things they should
know in order to prepare for this trip.

Peggy Wireman
Consultant

Community Development

Community Development is an organized effort to improve the
conditions of community life and the community's capacity
for integration and self-direction. (Have people involved;
make it organized; this group hopefully improves the commun-
ity's ability to work with others.) Over 35 countries have
community development programs. In the US, there are no na-
tional programs except possibly the poverty program found in
the efforts of the local Chamber of Commerce.

Attitudes Held by Many Community Developers—

1. tend to take democracy very serious.
2. tend to take the attitude of consensus. Discuss until
   all agree. If you can pull the group together, you can
   do better.
3. tend to believe that if you reason long enough something
   good will happen provided that emotional factors are con-
   sidered.
4. respect the value of others. They develop an awareness
   of the complexity.

5. start with felt needs.
6. wide spread participation to get everyone involved. Rai-
   ses a problem between a small group with a larger group.
7. emphasis on process rather than projects.
8. use of technical advice.

(Example: Hyde Park-Kenwood - Chicago, Illinois)

A. problem - changing neighborhood, racial integration.
B. block groups.
C. conference.
D. spread of process to other groups.
E. university.
F. urban renewal.
G. How fitted principles, how violated.

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Hyde Park-Kenwood was all white neighborhoods with a university atmosphere. Later, their slogan was a stable interracial neighborhood. They made it a place where everyone liked living in the block. Later, urban renewal got rid of bad buildings and removed some of the people.

Discussion: buzz groups. Name example of case where something similar happened in your community, to what extent does the Poverty Program in your area fit this outline? What do you see as the difficulties either theoretical or practical?

How applied to youth and adults—

    a. as future member of a family.
    b. as present youth and adults.

(Future Readings: William W. Bidu_e & Loureide J. Biddle, The Community Development Process, 1965, Ward Hunt Goodenough, Cooperation in Change, 1963.)

How to set up a "block group": Find out who the people in _he community would work well with. Find out what the problems are. Let a block leader be elected. What do block groups do? It varies in the particular situation. Leadership training and backup are important. Saul Olinsky's Theory is that these people are apathetic and you have to break this apathy. He pulls out a problem and keeps attacking it. The Hyde Park-Kenwood district was an aging neighborhood. There were a lot of large high-rise apartment buildings in which lived university students. Restricted covenant: don't sell your house to a negro. (This is actually a clause in your bill of sale."

Objective

The basic objective of Community Development is to make it possible for every individual to life "the good life" (that is, a well-rounded or wholesome or abundant life) within the framework of a community life that is characterized by a high degree of self-direction and cooperation. The conception of what constitutes a "good life" will vary with the society and culture pattern.

Characteristics

Community Development seems usually to have the following general characteristics:

1. Community development is concerned with all the people of the community rather than any one group or segment of the population.

2. It is concerned with the total community life and the total needs of the community instead of any one specialized aspect, such as agriculture, business, health, education, etc.

3. Is concerned with bringing about social change in the community.

4. Is based upon the philosophy of self-help and participation by as many members of the community as possible.

5. Usually involves technical assistance in such forms as personnel, equipment, supplies, money, or consultation, from governmental or inter-governmental sources, or from voluntary organizations.

6. Implies the attempt to integrate various specialties such as the social sciences, agriculture, education, public health, adult education, city and town planning, social work, etc, for the service of the community.

7. Continues over a substantial period of time. Community Development is not an ad hoc or "crash" program.

8. So far as possible, the program is based on the "felt needs" and the desires and aspirations of the people of the community. In practice, this does not preclude some possibility of what Albert Mayer has called "induced felt needs". However, the philosophy of Community Development emphasizes that community action should be based primarily on unforced consensus of the community or the participants rather than upon the promotion of a predetermined program by a group or groups either inside or outside the community.

9. Is basically democratic in its philosophy. Logically,
it is tied up with such ideas as ultimate control by
the people, a substantial degree of freedom by indivi-
duals and groups, a considerable amount of governmen-
tal decentralization, and widespread citizen partici-
pation. Probably a national Community Development pro-
gram would reach its highest degree of effectiveness
only in a country where democracy prevailed.

However, no nation has attained the ideal in the prac-
ctice of democracy; the achievement of democracy is a
matter of degree. In practice, therefore, community
development programs may be found in countries which
would not be recognized as fully democratic by Western
standards. (example: by countries where the one-
party system or the "popular dictatorship" exists.)

Even in a totalitarian state, impressive programs of
"community improvement" might be found, though these
might be directed by the national government and car-
ried out with the accompaniment of regimentation and
compulsion. To the extent that these programs lacked
the elements of decentralization, substantial local
freedom of choice, and consideration of "felt needs",
these "community improvement" programs would differ
from community development programs.

It is reasonable to expect that the closer a country
is to a totalitarian or feudal pattern, the less li-
kely the emergence of community development will be in
that country.

10. Community Development emphasizes the desirability of
decisions on the basis of consensus or general agree-
ment rather than on the basis of sharp cleavages and
decisions by close votes which may tend toward lasting
divisions between groups in the community. In this
respect, community development differs from ordinary
political action, where conflict of ideological and in-
terest groups, formal parliamentary procedure, sharp
divisions, and decisions by majority votes are taken
for granted.

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11. In community development, direct participation is normally open to practically any community resident who wishes to participate as distinguished from indirect participation through delegates or representatives. This is a controversial position, however, this position is derived from the common historical and current usage of the term in newly developing countries, where most community development is being done; and it applies also to certain programs called community development in the US and other technically highly developed countries.

If this point of view is accepted, this means that Community Development, as such, is limited to small communities and to neighborhoods or "sub-communities" of cities, where there can be widespread direct participation. From this viewpoint, community development cannot be applied to a large community, wholesale, but only to smaller sections of it. (Conceivably these smaller sections might ultimately add up to the whole city, though it is doubtful whether this phenomenon has yet been seen.) So, also from this point of view community development as such does not apply directly to delegate or representative bodies, such as city governing bodies, chambers of commerce, community welfare councils, or state-wide or national organizations.

It is agreed, however, that much of the spirit and philosophy of community development, democracy, self-help, consensus, and widespread participation, may be and sometimes is found in delegate or representative bodies. However, if all sorts of programs and bodies, on all geographic levels, are to be called Community Development, the term becomes hopelessly vague, and the idea of community development becomes so confused as to be of little practical value.

Dr. James Abbott
Consultant

(The following are reviews given by members of the
Interdisciplinary Training Program.)

A short talk was given to mothers of under-privileged child-
ren about table manners. Class comments: effective approa-
ch was used in having the parents help the children learn
socially acceptable table manners.

Two low-middle class parents were talked with who objected
to their daughter taking a home economics occupational class.
(Role-Playing) Class Comments: had made an appointment for
the home visit. Used terms that the lay person would under-
stand.

"A Pilot Project for Culturally Deprived Kindergarten Child-
ren" by Richard C. Larson and James L. Olson was reviewed.
Purpose of the study was to measure the effects of a speci-
ally designed kindergarten program upon the school achieve-
ment of a sample of culturally-deprived children. The re-
sults were: 1) curricular and time adjustments do have a
measurable impact upon deprived kindergarten children; 2)
and the educational impact of these adjustments is most cle-
arly demonstrated by linguistic comparisons of the experi-
mental and the contrast groups.

"Project Misery" by Roger Thorson was reviewed. The children
learned what it feels like to be discriminated against by be-
ing denied certain rights or privileges for a week. The chi-
ldren would not receive their rights and privileges back un-
til they found solutions to their problems which was an ap-
peal to law and order.

"Education in Depressed Areas" by A. Harry Passow was revie-
wed. Action guides that the work conference developed were
the need for pre-school education for both children and par-
ents; and early intervention programs aimed to promote readi-
ness for formal school instruction.

"Educational Problems of Segregation and Desegregaticn" by
John H. Fischer was reviewed. The focus of sound teaching
is on the individual, for education is personal. The indi-
viduality of each student must be respected. To achieve
equality of opportunity, some compensation must be made to
the handicapped.

"Problems of Education of the Migrant" by K. W. Gooch was
reviewed. A migrant is a non-settled element in a commun-
ity. A migrant child is two years behind in education.

"Factors Affecting Educational Attainment in Depressed Ur-
ban Areas" by Mariam Goldberg was reviewed. One of the
major issues confronting education today is to discover the
means by which the school can compensate for the lack of
readiness for learning which lower-class children bring to
their school work. A great deal is known about the nature
of the learning problems in "disadvantaged" areas but many
questions still remain and will require systematic research.

"Encouraging Children to Learn" by Dickmeyer and Ritgus was
reviewed. Teachers and parents need training on how to en-
courage the children. This book provides skills in develop-
ing techniques to become effective in working with difficult
children.

"Upward Bound" is a pre-college program for secondary stu-
dents to keep them college bound. The goal is to "turn on"
the youngster who might be passed by. The program usually
is conducted eight weeks during the summer.

(The following role-playing situations were given)

"Selling Herself to a New Class". Interesting techniques
were shown such as listing units that will be studied; and
show items that would be used in each unit having students
guess the name of the unit. Play "human bingo" as a get-
acquainted technique.

"Student Who Does Not Want to Take Another Homemaking Class".
Class Comment: We need to know how to clarify the opportuni-
ties in home economics.

In role-playing situations it was learned:

1. What personalities are developed under pressure.
2. Some habits and weaknesses of self.
3. How we react under pressure.
4. How to listen to key words.
5. How one can become actively involved.
6. How some individuals dislike school because of us.
7. How we have to sell ourselves and our products.
8. How one can capitalize our strengths and realize our weaknesses.
9. That we should know what we have to offer in home economics and why it is effective.

Dr. Sterl Artley
Consultant

Language Deprivation of Culturally-different Children and
Its Relation to Reading Problems—

The following observation has been made: Children who had
serious reading problems were children who came from a low-
socio-economic level. There is a point-to-point relation-
ship between socio-economic and poor reading as we have
statistics to prove this.

Language is a learned response. It is inate. Because it is
a learned response, it reflects the environment in which it
was learned. A great deal of language processes are well on
their way to being developed by the time a child enters school.
In learning to read, so much happens during the first five
years of a child's life.

I. Reading Clinics.

    A. Children with reading problems.
        1. come from lower socio-economic level usually.
        2. research shows they have a language depriva-
           tion.
        3. linguistical deprivation sometimes comes from
           high level class as well as low.
        4. sometimes low income not linguistically de-
           pends upon parents' values.

II. Language is a Learned Response Which Reflects the En-
    vironment of the Learner.

    A. By the time a child is ready for school language
       learnings are well on their way.

    B. The first 4 years of a child's life are the most
       important in relation to the child's ability to
       read.

C. This is affected by:
   1. amount of talking parents do to children.
   2. amount of reading parents do to children.
   3. nursery rhymes parents teach children.

III. Typically Cultural Environment.

   A. Low-income families large usually.

   B. So many children just too much for parents.
      1. some may be parcelled out to grandparents
         or to other relatives, or other families.
      2. Children no longer have the love and at-
         tention from parents.
      3. they are in an environment where not much
         attention is given to oral language.
      4. sentences are short.
      5. langauge is sometimes bad.
      6. rarely exposed to words such as; yesterday,
         tomorrow, which develop time relationship.
         Also, little language to develop other word
         relationships as size, color, etc.
      7. if child does ask for privilege he is told
         to "shut up" with no explanations. Maybe
         answers are only gestures.
      8. much more to vocabulary development than
         just merely labeling things. (Example: a
         child needs to know much more than just the
         word "horse" to have a mental picture of a
         horse. He needs to know such things as big,
         little; large-small; spotted; white, etc..
         The same thing is true of other words such
         as vegetable, fruits, etc.

      9. parents in culturally-deprived homes do not
         develop concepts such as white horse/black
         horse.

      10. they also use very poor articulation and end-
          ings are left off as are some beginnings.

      11. children of cultured homes pick up these con-
          cepts naturally, without their being formally
          taught.

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12. deprived homes: compound and complex sentences are practically unknown.

13. books, magazines, and papers arc practically unknown.

14. no bedtime stories or nursery rhymes.

15. children know almost nothing about reading, never see anyone at home reading.

16. many in large cities, speak Italian so children have difficulty with English. Even if not foreign the dialect they use seems almost foreign.

17. these children learn early to "tune out" noises, and their attention span is very short.

18. they have difficulty understanding the teacher.

19. unless they do get an early start they will likely never be able to read well.

IV. Children.

A. Any given 100 deprived children have the same potential as 100 normal children. There are as many average and as many below and above.

B. Here is where "Head Start" can be important. The Head Start programs will probably show the greatest results of any of the programs. Too bad the program isn't for a full year and then continuous instead of just a summer program.

C. Well, so what! Now what are we going to do about it? Pre-school and first grade need—
   1. experiences and words that have meanings.
   2. cooperative play where they can learn amenities left and right conversation, conversation on planning what to do.
   3. unless these children are given much help they will never be college material.

2. These children need—
   a. field trips. Many have never been to the grocery
      store.
   b. puzzles, rhythm, stories, music, singing.
   c. to learn to talk; most have little conversation at
      home.
   d. these children don't have the capacity to understand
      the teacher. So many words are merely "words".
   e. teacher will have to work to get them to even talk.
      1. what he does say may be "bad words".
      2. he usually tries to control situations by fight-
         ing. He has ideas and feelings too.
      3. these children have not had care and environ-
         ment to stimulate language usage.
      4. if we don't get to these children by the second
         grade we may never be able to reach the child.
      5. much of the early work with them has to be oral
         communication. This is most important when try-
         ing to reach the children.
         a. this means more than just labels.
         b. it should be to conceptionalize.
         c. the use of words in context, in meaningful
            units so child knows more than dictionary
            stock of words.

Work with them in very small groups. A child reared in a typi-
cal home will learn that this is not the thing to do. The
longer these children go without help the more hopeless the
prognosis is. Get to them before they finish the second grade.
After the second grade it is no longer a reading problem, it
is an emotional problem.

Much of your work on Head Start should be oral language devel-
opment or communication. Oral language development means more
than just giving the child an increase in the number or label
of words and their meanings. The processes of conceptualiza-
tion—the use of words in context being more meaningful units
so that the child knows more than what would be merely a dic-
tionary definition. The processes of conceptualization are the
processes of generalizing. (example: "dogness", "horseness",
"cowness", etc. ref: Readiness book). Many times children
will express their feelings more than their opinions.

Summary—

These children are from 1-2 years behind when they enter the first grade and will continue to fall further and further behind unless something is done. Time is of the essence, everything we do must be related to language development. It is nice to play games etc. but time does not permit the doing of otherwise profitable projects.

Since they are already two years behind we must appraise what we do. Will it make a maximum contribution or is it just fun. to do? The average disadvantaged child is doomed to failure unless efforts are made to supplement the learning missed. This pays off in dollars and cents if nothing else.

If disadvantaged children are to be competitive, they must be helped to develop language and conceptional values. Schools in general, fail to meet the needs of these children. Preschools must continue to offer cultural development in conceptionalization. This must be done in a very short time.

Selected experiences and direct instructions must help practiced skills and introduce new skills. So many of the difficulties these children have, from third grade on, are begun in early ages and must be corrected before the child is in the third grade. Instead of remedial programs we need preventative programs for the pre-school child and should be a part of the complete school system.

Hugh Denney
Consultant

Community Development—Emphasis on People

I. How to Organize Forces.

A. Before we walk we have to crawl. It appeared that
4 types of clientele were needed.
1. few instructions were forthcoming from Washing-
ton. They decided to organize on a county ba-
sis. Who would put up the money? Who would
spend it? Who would they spend it on? How did
they know the needs of the poor? The program
represented the poor, but didn't involve them
in the planning.

B. Need an openess and frankness of people for whom
they are and what they are.

C. We shouldn't select the negroes we work with in in-
tegrated programs. We must let the negro people
select their delegates and we must work with them.
The ones we might select might not be the one who
adequately represents the negro group.

D. This holds true for any group with which we work—
Indian, Puerto Rican, etc.

E. Many groups have been fighting poverty for some
time; our allies; they are welfare; Red Cross,
Salvation Army, etc. These groups should pool
their resources and work together.

G. We need to go past county lines; have county con-
solidation. Incidentally, maybe get rid of some
overlapping county offices.

H. Adjacent counties should combine to work at this war on poverty. If combined, could share overhead expenses. Maybe larger counties sharing with smaller counties so that larger counties could often carry more of the burden. Combinations are best where there is a common problem. Missouri could have 27 groups of counties and no one have to go further than into the next county.

I. In Missouri, as in other states there are growth centers; still have towns that are growing. For these, the service areas are reaching out further and further into the county.

J. Much understanding is needed in the movement to larger units than one county. Young people understand the need of this better than older people.

II. How Do We Involve the Poor?

A. Employment.
   1. we can employ them in OEO offices. The salary scale which Washington has set has been a stumbling block.
   2. Leader Aide programs. Where low-income people were hired here the program has been the best. The people who wanted employment were hired and trained in how to visit with their neighbors. Late reports show some things observed. Some aides were finally instructed about hired peoples personal grooming standards, wash, comb, clean clothes, etc.

B. Talking with the poor, in their homes to find out where they want to go, what they want to learn.

III. Self Survey.

A. Fundamentally to know what people want. Sometimes to want something they must first know that it exists. Need stimulating sometimes.

B. Professional works with some of the low-income in-
   structing in surveying. They in turn visit with
   their neighbors getting the answers. In Texas
   County, Missouri, self-survey reached 18,096 with
   an actual 7,068 individuals being contacted. Women
   were employed to do the survey, obtaining much
   information:

   1. background.
   2. health condition of family members.
   3. number of children, pre-school, who might be
      aviilable for pre-school training.
   4. number in family.

   5. condition of homes and information about water
      supply, equipment, etc.
   6. what needed most.
   7. what would like training in.
   8. sometimes these people have to be taught inciden-
      tally the things we think they need. They haven't
          realized they need it.

C. Educational needs.
   1. youth of these families are involved in few ac-
      tivities.
   2. many parents have not finished high school so
      cannot advance in job, not all have a job.
   3. were unaware that high school equivalent certifi-
      cates can be had if they can qualify. Or that
      a short course could be had to gain this certi-
      ficate.
   4. aides can get this information to more people
      than the professional can. Aides can contribute
      much to the betterment of the communities.

IV. Implementing Action Program.

   A. Where to hold meetings.
      1. have them where the people will feel comfortable.
      2. have them where people are—the Courthouse is
         the poorest place to hold a meeting.
      3. if having elementary classes, don't hold in the
         kindergarten department.

B. Is program already being worked on?
1. some agencies already have on their agendas but back on the shelf forgotten. Some programs or parts of programs.
2. Many OEO benefits already available but are not being used. When some agencies see that OEO is starting certain phases of the action programs, they remember they have some unused programs gathering dust. Often get these out and get to work on them. Mr. Denney predicts that within 2 years the schools will have as a part of their permanent program, a program for the 4 and 5 year olds.

C. We shouldn't evaluate OEO strictly on its own program, but on whom it involves and the results.

The problem of education for the mass is the lack of verbal communication. You must show a child in class that he is important. We have an achievement scale. How much time do you spend at the lower end of the scale rather than at the middle or top of the scale. The philosophy of working with the poor is to equate the amount of time we spend with those who do respond in relation to those who do not respond. We should not point our finger at those who do not respond. Giving equality of opportunity does not give quality. The whole purpose of life is doing. There are more lonely, wealthy people in the world. It is their money that has friends and not them in reality. You must show these people: 1) that someone cares, and 2) that someone will help if they will respond. Have as your motto, "Today, I am going to reach out and not up". Every morning you have to start over by looking down. How do you make a window in someone's cubicle to make him see something better than what he already has? You can not do this by giving him money. Money is only one way of help.

When we work with these people, emotionally and mentally, quit thinking like you do. Get down on their level. Low-income people want nothing to do with you if you give them an air of superiority. Show them that you are willing to learn, listen, and discuss.

Peggy Wireman
Consultant

Theories of Group Attitudes—

I. Formation of Ideas about Groups.

A. We tend to identify with our own group just as a
    child learns to identify with his family.
B. We categorize and generalize to form our ideas
    about groups.
C. Most "in-groups" often have some feeling of su-
    periority.
D. It has been estimated that approximately 80% of
    the American people have feelings about groups
    that influence their daily lives.

II. Prejudice.

A. Prejudice is almost a universal phenomenon and has
    existed in various forms down through the ages.
B. According to Allport, prejudgments become prejudi-
    ces only if they are not reversible when exposed
    to new knowledge and experiences. (Reference: The
    Nature of Prejudice, Allport, Gordon W.)

III. Four Types of Expression of Known Differences between
      Groups.

A. The J-curve of conformity behavior.
    1. many groups are marked primarily by the pre-
        scription that every member (because he is a
        member of a group) engages in some particular
        form of behavior.
    2. a frequency curve drawn to the distribution
        of people who conform to a particular group
        attribute looks approximately like the letter
        "J". (Reference: The Nature of Prejudice)

B. A rare zero differential: appears when a trait
ascribed to a group may be rare within the group
but does not exist within other groups.
C. Categorical differential.
   1. exists when a single attribute is found with
      differential frequency in various groups.
   2. a group difference does actually exist but
      people often tend to over-generalize.

D. Overlapping normal curves: the differences with-
in the same gro? :an be greater than the differ-
ences between th, average of the two different
groups when overlapping normal curves exist.

IV. Prejudice Can Build through the Following Five Levels.

A. Talk.
B. Avoidance.
C. Discrimination (includes attempting to influence
   others to discriminate too.).
D. Physical attack.
E. Extermination.

V. Intensity of Holding.

A. Many people hold to a belief just because it is the
   way they were taught to believe.
B. Some people hold a particular belief because it is
   what "their group" advocates.
C. Some people hold onto a belief because it is part
   of their personality to hate something or somebody.

VI. Prejudice Breeds Reactions—Self-hate, Hostility.

A. People learn to play a role.
B. People may learn to give you the answers you want
   to hear.
C. If a child is told he is bad, he may begin to be-
   lieve it and act accordingly.

VII. Dealing with Prejudices.

    A. We can begin to deal with prejudices on an individual basis when we recognize that they exist.

    B. According to Rosen, we must be at peace with ourselves before we can accept people unlike ourselves.
       1. our personal security gets involved.
       2. prejudice begins early before we have the ability to do critical thinking.

    C. Realize the potency to words in particular situations.
    D. It can be easier to deal with hostile situations if we have standards or a stated policy.
    E. We can sometimes make progress by starting at the top level of least friction in a group.

Discussion of block groups: suggested guidelines to follow when organizing a block group:

    1. Contact people who are already working on programs in the community (e.g. persons in charge of community center programs).
    2. Use your own knowledge on a professional level and seek out local people in the community to do much of the "leg work" to get a block group started.

Block groups are based on a fairly formal middle-class oriented organization which may not achieve maximum involvement of the low-income families in an area.

July 8, 1966 (p.m.)

Dr. Sterl Artley
Consultant

Causes of Reading Difficulty—

I. Introduction: Excerpts from Old Time Schools and
    School Books revealing the moral, Biblical, and
    morbid tone of reading materials of earlier times.

    A. If a child has a visual defect or hearing diffi-
        culty, we can send him to a doctor; however,
        with an intellectual difficulty, we are rather
        limited in treatment. Do not confuse a child
        who has a learning problem with one who has an
        intellectual problem.

II. Intelligence and Its Relation to Reading Difficulty.

    A. Not all slow readers are slow because of low in-
        telligence.
    B. Correlation between reading test scores and in-
        telligence test scores runs between +.50 and +.75.
    C. Variation indicates that there are some poor read-
        ers of high intelligence; but we are not likely to
        have high reading ability with limited intelligen-
        ce.
    D. Reading clinic shows more cases of average or
        above-average ability having reading problems than
        of limited ability having problems.
    E. Slow reader may be reading up to his ability.

You will find more cases of children with average or above-
average intelligence than you will find children limited in
intelligence with reading problems. Why? Because, like
the wagon-maker who oils the wheel when it squeaks, the tea-
cher gives the child attention who squeaks. So, what happens
to the very bright child with an IQ of 130? Well, he does

not squeak, so he does not get oiled, or he does not get attention, or care that the other child does. As a result, in terms of his capacity, he eventually gets a reading problem. Teachers on all levels regardless of whether it is a child or an adult, we face the problem of testing their intelligence if they have a reading problem because most of our IQ tests require reading. Consequently, what are you measuring? A test of this nature cannot represent a true intelligence quota. If your IQ test is verbally loaded, how can you get an accurate score?

III. Determining the Intelligence of the Slow Reader.

   A. It is difficult to get an accurate picture of intelligence of the slow reader as most tests used depend upon a reading skill.
   B. When written tests were taped and subject listened to the test, slow readers showed 10 point improvement in IQ scores.
   C. Benet or Wexler tests may be more accurate but must be administered individually by qualified tester.
   D. Some good non-verbal tests are Davis Bells Games Test, Chicago Non-verbal Intelligence Test.
   E. New York is not using IQ tests any longer.

IV. Standard to Determine How Well a Child Should Read.

   A. Mental age of child is determined thus:

   Chronological age x IQ = mental age
       8 years old   x 80 = 6.4

   B. Reading age equals reading score (grade level) compared with mental age. Thus, if 6.4 mental age child is reading on appropriate grade level, child is working up to his ability.
   C. Reading grade level represents frustration level, not independent reading level.

The reading level theoretically, should be comparable to his mental age. Reading tests are normed for reading age. A

reading test will usually over-grade a child by one year as
a rule of thumb. A reading test puts the child at the level
of frustration.

In language and intellectual ability the greatest development
of intellect and language probably occurs from birth to age
three or four and when one works with a child at the age of
four, something can be done. At age six, something less can
be done, but not as much as at age four. At the age of eight
very little can be done to increase their intellect.

When we evaluate all the poverty programs, etc. the one that
will show up as being the most successful is the Head Start
program. To get maximum intellectual stimulation, you should
work with a child from birth to age 4.

V. Effects of Intervention of Outside Environmental Influen-
   ces on Intelligence.

   A. Case and group studies have been done by Drs. Kirk
      and Bloom in which outside environmental influences
      have been brought to bear on deprived and/or retar-
      ded children.

   B. Results of studies:
      1. IQ of children advanced from 8-30 IQ points.
      2. conclusions drawn from studies—
         a. 50% variance in intelligence possible in
            child up to age four.
         b. 30% variance in child up to age eight.
         c. 20% variance in child after age eight.

VI. Implications for Parents to Promote Optimum Intellect-
    ual and Language Development of Children.

    A. Provide literary environment by way of reading to
       child, telling stories, listening to music, nur-
       sery rhymes, letting child see parents or others
       reading.
    B. Provide auditory experiences; talk with child; en-
       courage child to talk, etc.
    C. Provide many and varied experiences as trips to
       stores, outings, visiting places about town.

Dr. Sterl Artley
Consultant

Reading Problems Caused by Teachers—

The prime cause of reading problems is forcing a child to
read before he is ready; lack of reading readiness; being
ready to succeed in the reading act. There are many child-
ren who will not be ready for systematic reading throughout
the first year of school. To force them into reading be-
fore they are ready will only make them a retarded reader.

I. Teacher Starts Reading before Developing Reading Readi-
ness.

A. Child lacks oral language facility.
1. great problem where English is a second lang-
uage.
2. English as teacher speaks it, may be almost
as hard for child as foreign language.
3. use of picture story workbook encourages de-
velopment of language facility.

B. Child may lack visual discrimination skills.
1. needs to be able to distinguish differences
as in went, want, then, them, "b", "d".
2. needs left-to-right concepts: saw—was.
3. needs size concepts: Cc, Bb.
4. symbol concepts Dick, Dick, Jane, Dick.

C. Child may lack auditory discrimination.
1. consonant differences m, n; vowels e, i
2. alliterative sounds, as black bear riding
blue bicycle.
3. final sounds: fox, box.
4. word games may help.

D. Child's background of experience may be inade-
quate.

1. words are symbols which trigger meaning we have in our experiences.
2. importance of above cannot be over-emphasized.

II. Teacher Fails to Differentiate Instruction in Terms of Needs of Her Pupils.

A. Teacher who teaches on one level reaches approximately 1/3 of her class.
B. Problem may be met by grouping within room.
C. Select materials on appropriate grade levels.
D. Grade and promote on ability.
E. Teacher must make effort to recognize unique strengths and weaknesses of each child.
F. Remedial programs may be fine but a better plan is to prevent development of problems by a continuous program of diagnosis and planning to prevent build-up of many problems.
G. Fable: The cliff and the fence illustrates the point.

III. Some Pupil Difficulties are Inability to Unlock Words. Four Keys for Key Ring to Unlock Word Doors are:

A. Analysis by structure.
B. Analysis by place in sentence-context.
C. Phonics.
D. Use of dictionary.

IV. General Comments.

A. No student is too old to be helped especially if he wants help.
B. When working on speech problems, isolate one thing at a time to work on.
C. Many do not hear differences in speech.
D. Never use the approach that this speech is wrong or right; note that it is different.

Student Union Forum
Dr. James Craigmille
Consultant

HOW TO TEACH THE CULTURALLY DISADVANTAGED

First, we ask, "Who are the disadvantaged?". The major cogni-
scent disabilities of these children are:

    1. children must learn to engage in an effective lang-
uage behavior in a verbal world. The first real head-on col-
lision they have with it is school. We know about differences
but frequently find ourselves ignorant of them.

    2. children must have a wide variety of stimulation.
Lack of this becomes depressing. We learn new things in terms
of old things.

    3. they need to have teacher experiences with cogni-
tive skills involving abstraction. Very few of their experi-
ences have caused them to think. They probably have a very
low concept of cause and effect. They need an easy demonstra-
tion involving phenomena. (Example: ask a child to taste a
glass of unsweetened iced tea; the you let him watch you
sweeten it, and you ask him to taste it again.) Inference:
he must infer a sequence of events which he cannot see. Sim-
ple classification which may involve the differences and clar-
ifications.

    4. meaningful sequence: how do you do something in an
ordinary manner?

Generalized things which should characterize progress for the
culturally-deprived child:

    1. an emphasis on strength rather than weakness.
    2. use of materials which children can use to relate
       to reality.
    3. practice of re-involvement in the home as well as
       in the school.

4. there must be a respect for the kinds of things done in our cosmopolitan society.
5. a recognition that when you talk about a characteristic of the economically-deprived, they do not apply to all children. In reality, there must be programs to release the potential possessed by the children we are talking about and this will require much more effort of many specialists.

July 18, 1966 (p.m.)

Dr. Arthur Robins
Consultant

(Reference: "Growing Up Poor" distributed by the Children's Bureau, "Low Income and Life Style"). Absence of the father because of divorce, desertion, illigitimacy, accounted for 30% of the ADC cases in 1938; in 1963-64, 50% of the cases. The major reason for the absence of the father in 1938 was death; in 1963-64, 9%. The ADC program is manned by professional social workers. The question is "How do you help people without making them dependent?" Most social practices rest upon personal theory.

Case workers tend to remain in office, making one call a year to families. More calls with an effort to help the people manage their affairs might be better.

Adjustment is a state or process. State refers to needs satisfied, and process adjustment to demands so that we can survive. Connotation referring to positive, or negative response to adjustment results in a person's capacity to meet and cope with changing world.

Six components of adjustment are—

1. **Health**: maximization of the organism to recuperate.
2. **Intelligence**: the ability to perceive a relationship among events.
3. **Empathy**: the ability to interpret the attitudes and intentions of others.
4. **Autonomy**: the extent to which a person can govern himself.
5. **Judgment**: the ability to evaluate the consequences of alternate values, or making best choice.
6. **Creativity**: a capacity for innovating fresh perspective for viewing routines.

Human adjustment consists of activity that tends to alleviate anxiety.

<u>Organistic behavior.</u> Life is a series of problem-solving
events. There is a need to establish an equilibrium. (Wat-
son's Behaviorism) Stimuli produces response. Our percept-
ion determines response. Behavior is a function of unique
perception. Behavior is determined by how the situation ap-
pears to an individual. We respond to stimuli by the meaning
we give it. Anxiety is a feeling of overwhelming helplessness.
(Floyd Allport) Personality is the dynamic organization within
the individual of psycho-physical systems that determine the
unique response to his environment.

The theory of psychology of adjustment is the basis for social
work. There are four steps:

1. unconscious
2. psychoanalysis
3. mental topography
4. defense mechanisms

There are three levels of consciousness according to Freud:
1. conscious: the source of our perception.
2. pre-conscious: things in our past experiences that
could be readily made available to us.
3. unconscious: everything we do is not determined by
a conscious process.

There are three mental functions of mental topography:

1. <u>Id</u>: represents our biogenic needs; a cauldron of
seething excitement.
2. <u>Ego</u>: represents intellectual, rational problem-
solving processes governed by the pleasure-seeking
ego.
3. <u>Super ego</u>: the conscience ("that mental function
that is soluble in alcohol"). The super ego is
responsible for the feelings of guilt; no remorse
for their behavior.

Functions of the ego—

1. Reality testing:
a. evaluate sensory testing.
b. poor ego indicative of mental illness such
as inability to distinguish whether voices
are inside or outside.

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2. Preservation of emotional security: operates the defense mechanisms, the way we cope with anxieties.

The difference between a normal and a psychotic individual is their ability to cope with conflict.

<u>July 22, 1966 (p.m.)</u>

Inez Benson
Consultant

There are two great threats to our society today:

1. the nuclear bomb (in the hands of a few).
2. the population bomb (in the hands of everyone)
   which, according to President Johnson, is hu-
   manity's greatest challenge!

I. History.

A. 1966 is the 50th anniversary of the founding of Plan-
ned Parenthood.

B. The first clinic was opened in Brooklyn by Mary Singer
in 1916. She was a nurse who worked among the disadvantaged.
(Reference: Inter-autobiography) In 1936 the US Circuit Court
ruled that a physician could give a woman a contraceptive pro-
viding the state did not prohibit it. In 1942 American Birth
Control League changed its name to the Planned Parenthood Fed-
eration. This organization has grown more since World War II.

C. What do we mean by "family planning"? It is definite-
ly a British term. "Planned Parenthood" is strictly American.
"Family Planning" is the use of medical knowledge to help the
couple postpone, space, or add a child to the family unit. To
me, it is the implantation of intelligence. Man is the only
being who can control his progeny.

D. The birth of a child is so important that is should
not result out of ignorance, or carelessness. It makes for
responsible parenthood and this begins before the child is
even conceived. In this day of the "battered child syndrome"
this is best.

E. There are three types of children born into the
world:

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1. planned for and wanted.
2. unplanned for and accepted.
3. unplanned for, unwanted, unaccepted, and neglec-
   ted and refused.

F. There is an international movement of Planned Parent-
hood which brings together 45 countries some of which are
highly overpopulated. There is also a national program cal-
led Planned Parent Federation with headquarters in New York
with 120 affiliates. So far, the concentration has been in
the metropolitan areas.

G. Today, we are experiencing a mild revolution in birth
control. As the public becomes knowledgeable their attitudes
change. They generally accept the principles of family plan-
ning.

H. There are four reasons why this program is in the
foreground:

1. <u>Population explosion</u>. (i.e. a birthquake, a re-
productive avalanche) Demography is the science of the study
of the statistics of population and a field of study in soc-
iology. This is brought about by man's use for prolonging
life; but we are not attempting to control birth and thus
throwing nature out of balance.

The world is doubling its population every 35
years. At the time of Jesus when he walked the Holy Land,
there were 150 million people. It took over 1,000 years for
this population to double. Since that time we have only doub-
led our population three times. Population compounds itself
and grows in geometric proportions. In the US we are doubling
every 42 years. We have slowed down. Demographers tell us
that in 500 years from now at the rate we are growing, there
will be one square foot of living space for every person. Some-
thing is going to have to be done. This is one of the greatest
problems facing society.

2. <u>Feeding the world</u>. Population is growing at the
rate of 2% per year and food produced is growing at the rate
of 1% per year. Every year we are adding 30 million hungry
people. (Reference: the next 35 years will be a most criti-
cal period in history. Unless we do something about it, we

will face disaster beyond belief.) In the US we think this
does not affect us. This is wrong!

3. Unemployment, automation, are combined with
youth education programs. Take the school situations. The
baby boom has finally hit the college level just two years
ago.

4. Water and air polution.

The disadvantaged are the first ones who are hit when criti-
cal needs come about. Seventy-six per cent of these people
live in urban communities. Precious resources are being
used up at an alarming rate.

II. Why Is Planned Parenthood in the Limelight?

A. New developments are taking place in the field of
religion as the Roman Catholic Church is evaluating its stand
on birth control. The last Ecumenical Council discussed
birth control and no decision came from them. In the mean-
time Pope Paul VI appointed a birth control committee. Recen-
tly, they turned over a report and he will make a decision in
the fall about birth control. In the meantime the norms es-
tablished by his predecessors do not believe in artificial
methods of birth control. Everyone realized how very serious
the situation is in the world today.

III. The War against Poverty.

A. Poverty begins with people. In a family where there
are more children than they can support; where there is a li-
mited amount of income, the crux of the problem is that the
birth rate is highest among the poor.

B. Families with 1-2 children constitute 8% of poor.
   Families with 2-4 children constitute 14% of poor.
   Families with 5-? children constitute 36% of poor.
   If the family is father-less and there are over 5
   children, 92% are poor.

C. Dr. Phillip Houser said: to attempt to eliminate poverty without family planning is like a woman trying to mop her floor without shutting off the faucet.

IV. Improvement of Techniques of Family Planning.

A. Which are more acceptable and which are more effective?

In 1960, the Food and Drug Administration approved the first birth control pill. Today, they have approved 7 different pills and oral contraceptives ushering in a complete new era where birth control is concerned. These pills are 100% effective.

B. Another method of birth control is IUD (Intra-uteral Devices) or IUCD (Intra-uteral Contraceptive Devices.) It is a plastic device that comes in a variety of shapes or sizes and may be used by the woman for an indefinite period of time. Motivation does not have to be present for usage except in the initial time.

C. Three criteria for a good contraceptive are:
1. harmless—should cause nothing that is toxic nor that will render her fertile, non-injurious.
2. it must be reliable or efficient.
3. the method must be acceptable to the woman and to the male as well. On this kind of basis a person can make a determination. You can help them think through a problem.

D. Biological techniques, commonly called the rhythm method is based on the idea that once during the month when a woman can conceive, if you can pinpoint her fertile period, the woman has to keep her menstruation period for six months to determine the longest and shortest cycle and refer to the book to discover when she should abstain.

E. Fertility Tester: is only a glucose test. It is inserted into the vagina at the time of ovulation. She secretes a hormone which contained glucose and this will turn

the litmus paper blue. This is not a safe time. If it
stays pink she cannot get pregnant. This method is not too
reliable. Some people do not react. Some women may ovulate
twice a month, some not at all.

F. Temperature method: the woman takes her tempera-
ture every day and charts it. As it drops and comes up
again she is ovulating. This is the most scientific method.

G. Lady Session Fertility Clock: you feed it some
information, set it, and it will tell you your fertile days
and your in-fertile days. This is a good method. Just make
sure you don't blow a fuse. This is a $20.00 gimmick! If
you know simple arithmetic, you don't need it. Fertility
wheels are another method that is not too reliable.

H. The chemical method is the largest field of family
planning. (Example: vaginal foaming tablet. Just moisten
with water and insert into the birth canal. It kills the
sperm. It is very inexpensive but does not hold up well un-
der heat.) It is called dura-foam.

I. There are also jellies and creams to be used along
or with mechanical devices:
        1. koromex-A
        2. delfen
        3. preceptin (the least effective one)
        4. aeroted foam called Emko (effective as most)
        5. delfen aeroted foam (very good)
        6. birth control pills (100% effective)

J. Seven types of birth control pills:
        1. enovid (end ovulation)
        2. ortho-novum (no ovum)
        3. c-quens
        4. provest
        5. norinyl
        6. norlestrin
        7. oracon

K. There are two kinds of pills—
        1. combination therapy
        2. sequential therapy

The difference between the two are—these pills du-
plicate the hormones of the body. The pituitary gland
sends messages to the ovaries not to produce, and you
have 14 days of estrogen, then 6 days of progestron which
duplicates the natural hormones. Directions: take a
pill on the 5th day of your menstruation period and con-
secutively thereafter for 20 days.

L. Side effects: tend to make some people worry-
some; gain of weight. These pills are being used if a
woman has had a hysterectomy and they are used at the meno-
pause. When a girl is born, she has any number of under-
developed eggs. The normal child-bearing period is 20
years. After the menopause there are still many undev-
eloped eggs. No, it will not delay menopause. We do not
think it will prolong the manopause. Research is being
done on en-ovid.

M. Mechanical means of birth control—
    1. condom, or sheath, shuts out the male cells.
The opposite of that for the woman is the diaphram. It
covers the cervix and is used with a cream or jelly. There
are two kinds of protection—1) occlusion 2) jelly, creams
which kill the sperm. This is still a good method. It is
98% effective. It comes in all sizes. The woman has to go
to a physician to be measured for a diaphram.

The idea of IUCD originated in Egypt with camels.
(Example: inserting two stones within the camel prevented
pregnancy.) The first IUCD is called the margulis coil.
The most popular IUCD is the loop which comes in three dif-
ferent sizes. Also, the bow, which is not too effective.
No means by which the woman can tell if it is in place.
How are these inserted? Put them out in a linear fashion.
They can remain in a woman indefinitely. The degree of
effectivity of these various methods of birth control are:
in pregnancy you have two kinds of failures: a) method
failure. Rhythm method is 65-70% effective; creams and
jellies are 80-85% effective; birth control pills are 100%
effective when taken as directed; diaphram is 95-98% effec-
tive and the IUCDs—15% of the women fitted with them will
expel them. Of the women that retain them, 2% will be-
come pregnant. What is the principle on which the IUCD
works?

Here, you have a foreign object; conception takes place in the fallopian tubes. When this is inserted, it sets up what is called a sub-tremor. We do not know if the person gets pregnant at all. In the fallopian tubes there is a mechanical and a chemical reaction that takes place which is sped up so fast. It does go into the fallopian tube, the ovum is fertile and does not implant itself in the uteran wall. We are of the opinion that the second one is the most logical one.

Research with Rhesus monkeys found out that the ovum expelled from the monkeys was not fertile. If the woman is pregnant and has an IUD inserted she may miscarry. Some have them inserted thinking it will cause them to abort. A good deal of research is being done in the field of reproduction. We have come from 10 mg. to 1 mg. in the birth control pills.

Soon there will be a vaccination for women in which they are vaccinated with the semen of their husband making them immune only to their husband for a short time.

Sixty-five per cent of the people who use planned parenthood make only $75.00 per week. Family Planning is for everyone regardless of income. We are trying to reach the best level; community and health welfare agencies; educational institutions; a lot of professional people; clergymen, nurses, and you people in the Home Economics field.

V. Techniques for Reaching the Disadvantaged.

  A. Literature in the pamphlet form.
     1. it is given out in 12 clinics per week; 8 more
        clinics are being created through the OEO.

  B. Home Visits.
     1. they have proved very effective.
     2. to interest the people in this program, ask the
        question, "Are you planning on having a baby
        now?".
     3. the mothers feel that they can talk freely in
        their own homes rather than in a strange place.

C. The informal discussions while having "coffee sips".
D. Through the use of daily statistics that the Planned Parenthood Association receives: after the mother has 3 children, the Association sends them a letter explaining the services available. (10% respond to this letter.)
E. Call on them in the Maternity Ward (after 3rd child.)
F. Films.
G. Have the poor call on the poor.
H. Health and welfare agencies.

VI. The Best Way of Getting This Information to Them.

A. Know the subject you are talking about and believe it.
B. Do not become involved in their problems; listen and sympathize.
C. Do not impose "middle-class values" on them.
D. Be patient, they don't come around overnite.
E. Do not stereotype them.
F. Have respect for them.
G. Communicate with them face-to-face.
H. Listen to them and act in their interest.

<u>August 2, 1966 (p.m.)</u>

Dr. W. R. Miller
Consultant

I. Changing Technology.

A. How it is affecting society and particularly edu-
cation.
B. Changing technology with its accompanying man-
power and economic implications.
C. Impact on manpower situation, labor supply, labor
demands.

II. Orientation and Preparation for a World at Work.

A. Society's responsibility.
B. National focus upon occupational preparation.
C. Education has been challenged to work us out of
some of society's problems.
D. Lots of money being poured into educational tasks.
E. Government programs for education do not cost;
they pay for themselves.

III. Changing Role in Society.

A. Society's responsibility in the past has been taken
very lightly. A few years ago we had an economy that could
absorb the unskilled. Today, we cannot absorb them and we do
not know what to do with them, so in the national focus will
deal with this. Educators have an opportunity that they have
never had before in resource. Much money has been given to
educational tasks. The schools' basic role is that of perpet-
uating society. Our society is fraught with change. The
public school must be flexible to change.

B. Technological change is the change in human know-
ledge. (Example: our minds are like a cup and when you fill
it, it is supposed to last a lifetime.)

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C. Dimensions of truth are changing. In the occupational world a man can expect five or six changes through a period of years. This is frustrating.

D. Much of knowledge is altered by time.

E. (Reference: Re-making of American Education. Fortune Magazine, Silverman—"Facts become obsolete and skills wear out. So, what is worth learning? The knack of learning itself!" "Education is a process in a production that opens the minds of man so that he may move from cocksure ignorance to thoughtful uncertainty.")

(Reference: James B. Russell: the force that is re-making the world is logical intelligence. We know of no particular body of knowledge that will develop the ability to think clearly or rationally. The way the subject is handled by the learner can make all the difference.) Subject matter has less value than the habits and attitudes it fosters. The spirit of inquiry is more important—logic over prejudice and bias.

F. Attitudes of respect for knowledge should be fostered by relating knowledge to the out-of-school world. The largest group in the labor force is involved in industry in one way or another. The work habit and attitude patterns develop early. Research indicates that people lose their jobs because of an unwillingness or because of a lack of interest. The factor that keeps one employed is how they relate; how they carry out their responsibilities. A six-months' training program is not long enough to change an attitude problem.

IV. (Reference: Scholastic Magazine: a survey of 71,000 youths was taken and the following results compiled:)

A. Education for employment needed.
B. Reason for knowing how our governmental system works.
C. Some realistic vocational guidance.
D. Concerned with how they get along with others. They need more help with personality adjustment.

Preparation for college is necessary and important but should not be the major purpose of our schools. Most youth never see the inside of a college. Out of every ten children in

elementary schools, 3 will not finish high school; 7 will
earn a high school diploma and out of these 7, 3 will go to
work and the remaining 4 will go to college or some form of
post-high school education. 82.8% of the high school youth
were enrolled in preparatory programs. Both parents and
teachers and students need occupational information. You
are not born for one particular occupation.

There are over 45,000 job titles and over 25,000 occupa-
tions. The ideal choice results in optimum use of resour-
ces and in the labor demand. Youth and adults need more in-
formation on which to make their choice of occupation.

Our changing technology has gone through phases of manufac-
turing, automation, and computerization. The impact of
technology on society is great and not too many are aware
of it. We have a snow-balling effect—automation replaces
people and the jobs they go to usually require more training
than the one they left. Ours is not a laissez faire society.
Problems in the labor field will not work themselves out by
leaving them alone.

V. The Economic Consequences of Changing Technology.

A. Occupational shifts: you get low-skilled individuals.
B. Geographical shifts: volume production is necessary
for competition and for companies to be willing to
move to automation they must be capable to make a
large volume for profits. Low-skilled people must
move to where the production units are. The low-
skilled people are the least mobile whereas highly
skilled people are willing to move.
C. Productivity shifts: GNP is the barometer of the
health of our economy. It tells us what the gross
value of our goods and services are in our economy.
D. In 1960 our GNP was 500 million. There is a definite
relationship between productivity and GNP.
1. increase in production manpower 3.4% per year.
2. work force increase 1.7% per year.
3. If you add 3.4% and 1.7% you get the growth in
GNP. Economic growth since 1960 is 4.5%. By
1970 you can expect the GNP to be 750 billion.
Now, we are already at the 720 billion mark.

VI. US Dept. of Labor Says Manpower Challenge Has a Job
Ahead.

A. Expand and improve training on the job.
B. End all discrimination in hiring and using manpower.
C. Develop and use more effective placement services.
D. Support and strengthen school systems.
E. Expand and improve guidance and counseling services.
F. Improve health and safety in the work place.
G. Develop better national and local information on
manpower.

Dr. Pauline Garrett
Consultant

Three notions of concepts are image, expectations, and set-
ting the stage.

I. Approach.

   A. The approach colors the hearing and sets the
      stage. May inhibit or stimulate or push the
      students beyond their stage. This is called
      non-verbal way of getting to students. Is
      not always what the teacher says.

II. Participation—Involvement.

   A. As a teacher we have an obligation to change if we
      want to stimulate others (to help them to change.).

III. Individual Dual Differences.

   A. If we could see ourselves objectively and feel
      all right about ourselves chances are that we
      can relate to other people. This notion is the
      most time consuming, involves more participation,
      more satisfactions received, and perhaps one of
      the most difficult of the concepts because of
      time.

   B. Priorities—values primarily concerning self:
      1. <u>knowing</u>: as much of the social sciences, the
         natural sciences, the humanities, professional
         education as possible to the end of intelli-
         gent, constructive living and teaching.
      2. <u>thinking</u>: mastery of scientific method and
         applying this to the problems of living and
         teaching.
      3. <u>enjoying</u>: finding intrinsic pleasure in na-
         ture, the arts, and people.

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C. Values directly involving others:
   1. <u>cooperating:</u> sharing one's abilities with others in working toward common purpose.
   2. <u>loving:</u> learning to love disinterestedly increasing numbers and kinds of people.
   3. <u>sympathizing:</u> identifying with the interests and problems of others; feeling compassion for those who are troubled.

The Process of Education

Teaching Fundamental Structure of a subject:

Education would—
   1. make more comprehensible.
   2. material not placed in a structure pattern is forgotten.
   3. allow for transfer of learning (interdisciplinary).
   4. allow for differentiation of elementary and advanced knowledge.

Preplanning of Ideas—

   1. main idea and understanding.
   2. supporting idea and understanding.
   3. selected ideas which are quite specifically related to materials and experiences.
      a. my own experiences.
      b. working with others' experiences and my own.
      c. working with resources.

A Point of View in Teaching for Learning—

Perceiving—matter, materials	— Becomes sensitive to
Behaving—materials, mind,man	— Makes use of
	Makes choices in
	Solves problems in
	Relates, Generalizes, and Thinks
Becoming—mind, man	— Thinks
	Is

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June 30, 1966

Field Trip
Pruitt—Igoe
St. Louis, Missouri

Pruitt-Igoe housing area, located on Jefferson and Cass, is
a city in itself. Twelve thousand people live there in 42
buildings 11 stories tall. Mr. Wilbur Long, a negro, is the
project director. Fifty per cent of the residents are on
Public Welfare. Ninety-nine per cent are negro. Health Ed-
ucation and Welfare funds are used instead of OEO funds.
This project of bringing Welfare to the people was started
in 1962 with a $903,000 grant over a three-year period.

Pruitt-Igoe is a public housing project built 14 years ago;
rent is determined by the individual family's income; utili-
ties are included in the rent; and the average family income
is $3,000. The total population is 12,000 and some 6,000
are under 18 years of age.

A federal grant was made by the Department of Health, Educa-
tion and Welfare about three years ago to make a number of
services abailable to Pruitt-Igoe residents. The goal of the
project established by the HEW grant is to rehabilitate the
disadvantaged families who reside in Pruitt-Igoe.

At Pruitt-Igoe there are 85-100 full-time workers all of whom
must have undergraduate status. The case workers must be el-
igible for graduate school. Supervisors must have a Masters
Degree in social work. Five are now working toward MA degrees.
One project director is needed for staff plus one for admin-
istration.

The focus is on rehabilitation of 'isadvantaged families with
a goal to improve everyday methods of living. There is
$8,000—$15,000 allocated for each program. The Home Econom-
ics program is allocated a supervisor, 3 Home Economists, and
10 Housekeeper homemakers. Group work and community organi-
zation are the key programs for Home Economics.

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Fifty thousand dollars is allocated for legal aid which also
includes court costs for divorces, etc. Attorney services
are available three times a week to all residents. Seminars
are held for groups.

Dr. Samuel Shepard is in charge of the school lunch program
for which $50,000 is allocated. Lunches are served for 20¢
for those who can afford to pay. Others are provided for.

One thousand five hundred dollars is allocated for family
life education services for both low and high-income famil-
ies. A full-time staff person conducts staff training. One
full-time staff member conducts research on the re-evaluation
of families. The average size family is five.

The primary goal—to elevate standards of family living—is
most often accomplished with a 1:1 contact between a family
and a member of the Home Economics staff. Most of the fami-
lies are referred for Home Economics services on an individ-
ual basis by a caseworker.

Group meetings and classes in foods and clothing are also a
part of the available Home Economics services. Such extrin-
sic rewards as door prizes and certificates have been used in
an attempt to improve the attendance at group class meetings.

Families who are eligible to receive food stamps are encour-
aged to participate in the program. A list of suggested
stores for shopping is given to the homemakers. Field trips
in small groups of five or six are taken to stores where
shopping skills are taught.

Harris Teachers College

Ruth Brennan
St. Louis County
Public Health Nutrition Specialist

Public Health people are concerned with attacking the health
problems to which people are most vulnerable. These problems
often come at times of physiological stress—for example, gro-
wing children, women in pregnancy and lactation. Problems

Harris Teachers College cont.

may also appear at times of pathological stress such as in
heart disease, diabetes, and cirrhosis of the liver. Chronic
diseases appear to be slightly more prevalent in the low-in-
come grcup.

In nutrition work one considers social, cultural, education-
al, financial as well as nutritional aspects of recommenda-
tions to people. Remember that people are individuals. Be
aware of the possibility of imposing your own cultural ways
on other people.

Recognize the resources available to a family. For example,
iron deficiency in infants and young children is a major
problem in this country. However, you may not make a great
deal of progress in correcting the situation by advising a
low-income mother to increase the amount of meat in the
child's diet. A more realistic suggestion might be increas-
ing the amount of fortified cereals which is a less expensive
source of iron.

                    Ernest Jones, Director
                    of "Room of 20 Project"
                         in lieu of
                    Dr. Samuel Shepard,Jr.

The Bannekar School District is one of the leaders in devel-
oping educational programs for youngsters and their parents
who live in an inner-city. Problems of inner-city education
include a high school dropout rate and high crime rate.

Mr. Jones defines the term "culturally disadvantaged" as re-
ferring to youngsters who have developed certain attitudes and
value patterns that are not compatible with those attitudes
and value patterns of the main stream of society. The "cul-
turally disadvantaged" child comes to school with a very
"shallow self-image". According to Mr. Jones, it then becomes
the school's responsibility to structure experiences to as-
sist the child to gain self-confidence.

Ernest Jones cont.

It is not a warranted assumption to hold that a child has been prepared for school. Many come to school lacking basic experiences or the home environment may even provide a negative stimulation toward school. Often the "culturally disadvantaged" child does not hear formal language in the home. These children often develop a high degree of "copeability" in order to survive in their environment.

Bannekar School District Programs for the "culturally disadvantaged" child in an inner-city setting:

1. The program was started by holding re-evaluation meetings whereby teachers and administrators examined their own attitudes toward the inner-city child. The expectancy level of the teacher can affect the results the teacher gets.

2. Programs were developed to involve parents.
   a. group meetings to provide an opportunity for the parents to relate to the school in a positive way.
   b. employed parents as teacher aides.
   c. parents were given concrete suggestions of ways they could help their children, eg. being responsible for their child getting enough rest and sleep at night, obtaining a library card, etc.

3. Assemblies were held to recognize students who had shown the most improvement and who had shown academic success.

4. The program included setting up study halls in community and school buildings beyond the regular school day. There are economic, sociological, and educational overtones to the complex problems of educating the inner-city child. The "Room of 20 Project" organizes and implements long recognized principles. "Give an effective teacher the size class she can handle, the necessary materials and equipment and given children of average intelligence, they can show a great deal of progress in learning."

David Mahan, Administrative Assistant
to Dr. Gerald H. Moller, Director
of Federal Relations

The Federal Relations staff is concerned with programs of federal aid to education. They work primarily with the Economic Opportunity Programs and the Elementary and Secondary Education Act of 1965.

1. The Vocational Education Act of 1963 provides for funds to be given to states for programs at the secondary, post-secondary, and adult levels.

2. The Manpower Development Training Act of 1962 provides funds for vocational training and counseling and literacy training programs.

3. The National Defense Education Act of 1958 provides funds for scholarships, loans to students, and teacher-training institutes.

4. The Economic Opportunity Act of 1964 provides funds for Head Start programs and other "non-curricular" programs.

5. The Elementary and Secondary Education Act of 1965 of which Title I is designated to provide programs in low-income areas. (eg. "Room of 20 Project")

June 30, 1966

Field Trip
Caroline Mission
St. Louis,Missouri

I. Introduction.

 A. Sponsored by United Church of Christ.
  1. three buildings, 53 years since started.
  2. Motto: "Tambo" ("That All May Be One").

II. Area and Neighborhood.

 A. Size—approximately 30 blocks by 15. The number
  of people is difficult to estimate.
 B. Oldest section of city.
  1. 65-70% of people on welfare.
  2. 43% of families have no father in the home.
  3. 500-600 wineos and hobos.
 C. Includes 15 settlement houses; 300 churches.

III. Caroline Mission Program.

 A. Phases
  1. school
  2. summer-drama-workshop

 B. Programs.
  1. reading
   a. reading box on pull wagon.
   b. reference material to help students with
    school work.
   c. use of public library.

  2. Tutorial program.
   a. school age dropouts.
   b. adults.

III. cont.

      3. junior leader program
         a. ambassadors

      4. Nursery school.
         a. all months except August
         b. two sessions daily: 8:00-11:30 and
            1:30-4:00.
         c. eight year start on Head Start.

      5. Family.
         a. children's director - "folk singer".
         b. family counselor.

IV. Advisory Group.

    A. Chauteau-Russell Gateway Council.
      1. made up of representatives of all Federal
         and local agencies.
      2. one member of each of the above agencies
         work with mission staff.
      3. this coordination service started $2\frac{1}{2}$ years
         ago.

Southside Day Care Center
St. Louis,Missouri

I. Data on Day Care Center.

    A. Budget—$55,000 annually.
    B. Sources of income.
      1. United Fund - 66% of total.
      2. gifts from private donors - used for "extras".
      3. sliding fee scale from patrons.
         a. fees from $3.00-$21.00 weekly.
         b. in some cases 1st child pays $3.00,
            the second child $1.50.
         c. fee may be waived for special reasons.
         d. every family should pay to feel involved.

C. Enrollment - 50 children.
D. History.
   1. first established as church affiliate.
   2. has been in operation 80 years.
   3. variety club of St. Louis helped to build and
      set up present modern building.

II. Types of Children Enrolled.

A. Preference goes to child who could not otherwise re-
main at home with parent or parents, (i.e. who would
be sent back to live with relatives.)

B. Children from two parent homes where both parents
work.
C. Either one or both parents in continuing education.
D. Children with special needs, (i.e. speech, behavi-
oral, slow in developing).
   1. these cases are usually referrals.
   2. usually have a few blind children.

E. Special family problems.
   1. mother with too many children whose doctor feels
      she needs help.

III. Involvement with Parents.

A. Two meetings with parents yearly.
   1. social.
   2. to acquaint with community resources for help.

B. Parent picks up child (and brings) which gives op-
portunity for observations pertinent to child.

IV. Schedule.

A. Hours: 7:30-5:45 p.m. daily except Sat. and Sun.
B. Holidays: Christmas, Labor Day, Memorial Day, July
4th.
C. Hours children attend may vary as parents work may
necessitate.

D. Hours of teachers are staggered to take care of
early arrivals and late departures.

E. Schedule of teachers makes possible acquaintance of
child with more than one teacher, and lets teachers
know others than those in their special group.

V. Admission Process.

A. Social worker takes care of intake.

B. Some children sent on referral from doctors, psy-
chologists, etc.

C. Each child must have a medical exam.

D. Only one child started at a time, preferably, unless
twins.

VI. Orientation of Child into Center.

A. First day: parent arrives with child; stays until
lunch, shown preparations for rest period.

B. Second day: parent brings child; goes to hall after
a time, child stays through lunch; told to come back
the next day.

C. Third day: parent returns with child and child
stays through rest period.

D. Fourth day: parent may stay very short time but us-
ually child goes on regular schedule.

E. If usual orientation process is impossible because
of job demands, parent brings child in sometime a-
head of time to acquaint with center, as some orien-
tation is absolutely essential.

VII. Staff.

A. Staff members are professional teachers.

B. Job training corps aide used.

C. Cook and other workers assist.

June 30, 1966

Field Trip
Kingdom House
St. Louis,Missouri

Kingdom House is supported by 60% Unitod Fund, 30% Methodist
Church, and 10% from other sources. There are 1,200 hours
of volunteer services. The Neighborhood Youth Corps has in-
volved at least ten girls in the program. About eight of
the girls are married and have children of their own. This
opportunity will help the girls obtain knowledge which they
can utilize in their own situations,

Cooperation between and among agencies is prevalent at King-
dom House. Manpower Act was contributing support for the
enrichment program where adult classes are taught and adults
are tutored on a 1-1 basis. Development has a branch office
in the building. High school students are given assistance
in taking tests and hundreds of students go to Kingdom House
to apply for or take High School Equivalency Tests. Kingdom
House is also a training center for graduate students in So-
cial Work. They also help as volunteer workers.

The building is old but they are creatively using every
corner in the building to its capacity. Within a couple of
years th y will have a new building. The men in charge are
devoted to their work. At the age of 12 years, Joe, the as-
sistant director, began following the director around and
was taken under his wing, thus getting his start in the work
of Kingdom House. They welcome people who want to tour the
facilities and see the work being done. Other people were
drawn upon to assist where needed because they are willing to
help. A neighborhood girl was conducting a tour about the
building.

The Child Day Care Center was well equipped. The children
were active and content with the many things to occupy their
attention. They showed interest in what they were doing.
The children have some leaway and freedom as well as encour-
agement and praise. The children were being loved and some
returned this love with hugs and kisses.

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Peabody School
St. Louis, Missouri

The school has many devoted teachers who along with the children have to cope with the problems of heat and lack of instructional materials. The absence of some children is also prevalent but the principal was not sure that it would be followed through. Walkie-talkies were used to keep the principal informed especially of thugs that enter the school and may be disturbing. A nurse, speech therapist, counselor, and social worker are also employed to help in this Head Start Program.

There are 275 children enrolled in the program. They represent 4 Catholic schools and 6 public schools. Three extra classes were added because of the large number of children who needed assistance in learning. There are also two Saturday classes and one special education class for the retarded children. The children are all at least two years behind in their achievement. According to Mrs. Alexander, a teacher at Eugene Field during the school year and an instructor of the primary Saturday class since February, a majority of the children are 4-6 years behind in achievement.

A 16 year old boy from Mississippi who had never attended school was sent to her for help because he did not know how to read or even write his name. He could not take a test. In a little more than 6 months Mrs. Alexander brought him up to a 3.5 level. The individual help she gave him was tremendous. He was bright and with the opportunity he learned rapidly. Stephanie was one of the 15 children attending Saturday class during the school year. Stephanie quit school this summer for vacation. Other children also quit because there are only 9 in class now. The children are aware that Stephanie is not there and frequently say, "Stephanie should be here." She had made much progress during the year, but the learning needs to be continuous.

The atmosphere of the Peabody School is relaxed but controlled. The dedicated teachers have a sense of humor; and the children are responsive.

Dr. James Abbott
Consultant

I. Audio Visual Equipment.

    A. Overhead projector.
        1. is light in weight and can be carried in one hand.
        2. by using transparencies you can keep permanent copies of needed materials.
        3. the copy can be reinforced with a frame and scotch tape.

    B. Tape recorder.
        1. use for the slow learner.
        2. also aids the bright student.

    C. Opaque projector.
        1. will reproduce any page of a book on the screen.
        2. is a very heavy machine and difficult to transport.

    D. Auto-tutor or teaching machines.
        1. programmed learning books are also effective for slow students.

    E. Small tape recorder.
        1. is inexpensive.
        2. has eight listening devices.

    F. Movie projector.
        1. Bell & Howell, model #745.

    G. Other audio visual aids.

1. blackboard	6. photographs
2. maps	7. phonographs
3. globes	8. taped lectures
4. books	9. instructional TV
5. graphics	10. telecourses

<u>July 5, 1966 (p.m.)</u>

Dr. James Abbott
Consultant

I. Techniques in Teaching.

   A. Independent study—reaching the individual whole
       child is hard to do. You may reach him through
       programmed materials or individual instructions.
       (Good for slow student)

   B. Block contract teaching—helps each of us reach
       an individual. The student is given a unit to
       complete for a certain grade. If he finishes
       this unit satisfactorily, he may complete another
       unit for a higher grade.

   C. Lecture technique—weakest of all. The teacher
       learns more than the students. The teacher is
       actively involved and the students passively in-
       volved.

Summary

Communication is learned and important. In role playing
one is placed in situations where nervous tension is crea-
ted and the person is put under pressure to see if he is
capable of quick thinking.

Each person should have a goal for the day's activities.
One might start with a daily goal, then a weekly goal,then
progress to a quarterly goal.

July 7, 1966 (a.m.)

Shirley Foster
Consultant

Shirley Foster, Instructor in the Parent Education Program in the Kansas City, Missouri, area spoke to the group briefly about the work she and her co-workers are involved in this summer.

Last year in the Kansas City area, there were 200 students enrolled in Head Start programs as compared to 1,500 students this year. Seven Home Economists have been employed to work with the parents of the children in the Head Start program. Three of the workers are from a structured program and four are considered novices. Each instructor has been assigned a 5-7 school work load.

The parent-teacher educators have three goals in working with parents: better parents, better homemakers, and better citizens.

Weekly group meetings are attempted by the workers. At the first group meeting, t e main goal was to explain the program Head Start. Additional group meetings are planned to include:

1. Child growth and development.
2. Demonstrations on how to use commodity foods.
3. Demonstrations on laundry techniques.
4. Field trip to the bank to study credit and other money management problems.
5. Red Cross, caring for the sick in the home.
6. Dairy council (film on Nutrition).
7. Consideration of some phase of clothing needs of the family.

Some of the special problems encountered by the Home Economists were serving of refreshments, lack of communication between parents and school, making home visits in the home and in some instances "dress".

Dr. Howard Heding
Dr. Sterl Artley
Mrs. McClure
Consultants

Initial Teaching Alphabet (ITA)

ITA goes back 250-300 years in search to regularize our way
of spelling. ITA was originally called the Augmented Roman
Alphabet. It was introduced by Sir James Pittman who also
later introduced shorthand.

There are 44 basic building blocks or symbols. Of these
44, 22 are the regular Arabic symbols. ITA is not designed
to change the spelling of our language. It is merely to
help the reader over the roadblocks. It is used in teach-
ing at the initial age. Once a child learns ITA, a slow
transition is made to Transition Orthography (TO). There
are 250 different ways to spell these 44 sounds.

Research done in the use of ITA is quite extensive. Dr.
Helen Robinson of Chicago shows that a child in the first
grade taught by the ITA method is much more advanced than a
child in the second grade taught by the "TO" method.

In spelling through ITA, there are some words that are simi-
lar while others are exactly the same, i.e.

ITA	TO
Port Said	Port Sed
height	hiet
sign	sien

As soon as a child has learned the sound symbols he can
write almost immediately. There is no extent to their
writing more to their vocabulary. Children that learn ITA
can spell in TO as readily as one who has learned in TO.
Research proves this surprising point.

Dr. John Voth
Consultant

There are a number of major variables in an individual's
ability to learn. Some of the variables are—

1. physical dimensions
2. cultural values
3. scholastic ability
4. psychological variables
5. sociological variables

There are different kinds of learning activity: "Teacher
talks"—a function that passes through a verbal bottleneck.
Do you go through the verbal screen only or are there other
ways? Pupils read, or teacher demonstrates, or you have a
dialogue which is commonly referred to as discussion. Then
you might have real pupil discussion. You have projects of
various forms. The point is this: There is an endless num-
ber of learning activities and each one will work different-
ly with each person.

A "real" teacher is outside the classroom learning environ-
ment. The teacher "throws" in help to help the boys and
girls move in the learning process. The teacher should be
the administrator or the manager of the learning situation.
Discipline comes from within. Often our students lack in-
terior control.

Goals are long-range and widespread. They are conflicting.
How do you develop this type of perception of goals? Where
are we going? How do we get there? It is that simple.
Next, let them see life. Select a few things in life and
do them well. Our goal is to share the experiences about
the Culturally Deprived individual; to share thoughts and
considerations about their ideas; and to share their aspir-
ations, values, and culture.

The more we grow the more differentiation we see. We see
more parts. (example: When you look at a TV set and it
does not work, you kick in the screen because you are not
familiar with the parts.) Next, we have the inter-rela-
tionship of the parts (Stages A-G of Progressive Develop-
ment.)

At <u>Stage A</u>, the parts are very fuzzy or hazy and as a re-
sult we are very independent of what we hear. We accept
what the psychologist tells us. Now, we go on to Stage B.

At <u>Stage B</u>, we find independence. The psychologist tells
us we bounce between Stage A and B; however, in Stage B we
begin to question things a little bit. It is recommended
that you let them bounce back and forth.

At <u>Stage C</u>, the parts are still fuzzy but are gradually
becoming clear.

<u>Stage D</u> represents a democracy which is formed, i.e. pooled
biases, mutual dependencies.

<u>Stage E</u>, the follower.

<u>Stages F and G</u>, "just because I know more than the next per-
son and because I am above average, etc." (distortion). Our
development is arrested and we become very small, very humble,
and very devoted.

Arthur McArthur
Consultant

——Family Relations——

I. Kinds of Families.

   A. Basic—mother, father, 2 children, neat,
      clean, middle-class, stereo-type.
   B. Conjugal—urban.
   C. Nuclear—urban.
   D. Kinship—rural.
   E. One-parent family (usually mother).
   F. Kibbutz—Israle community family.

II. Marriage Is a Social Institution.

   A. Matriarchy family.
   B. Patriarchy family.

III. Major Functions of a Family.

   A. Reproduce the young.
   B. Provide for the physical maintenance for family
      members.
   C. Socialization of the child.
   D. Personality maintenance of its members.
   E. Social and status placement; ascribed role, not
      achievement.

IV. Role of the Male in Society.

   A. Protect female and children.
   B. Stay with women for sexual satisfaction.

A summary of the dominant trends taking place with the
American family in recent years is as follows:

1. Increasing importance of the nuclear family.
2. Transference of functions from the family to
   the community.
3. Shifting attention to the middle and later
   years.
4. Declining reliance of the individual upon
   family controls.
5. The emancipation of women.
6. The rebellion of youth.
7. Greater sex freedom.
8. More and earlier marriages.
9. Decreasing family size.
10. Greater marital disruption.

America's family today is typical of the isolated, nuclear
type with relatively few ties to kinship but extensive re-
liance upon community services with stress given chiefly to
affections between mates and personality development within
children; with marriages occurring in the early twenties,
separation or divorce turned to rather readily, and remar-
riage involving as many as 1/5 of all weddings; with births
limited to about three, but many of the children surviving
to the middle and later years, so that the period of the
"empty nest" looms large in importance; with individual
freedom and personal happiness accentuated over and above
family controls, especially noticeable on the part of women
and youth; and with rather liberal sex attitudes and a rela-
tively large amount of sex expression outside of marriage.

What are we telling students about values?   You have to
have your own convictions and impart them. One way is coer-
cion. Another way is a model which they will want to follow.
Young people want you to point in a direction they can fol-
low, if they value your model. It is hard to do this without
saying, "come on, let's go!"

Arthur McArthur
Consultant

We have structured the family. The agricultural family
needs to take care of their family members. This is true
of the Royal family, the mercantile family, and the indus-
trial family of the Rockfellers. The more successful
these families become the more hardships they encounter.
Ambition becomes a handicap and the achieving family a
necessity. The power then passes from the family to the
producers. The nuclear family then becomes more appropri-
ate and with our mobility we go to visit mother on Thanks-
giving, Christmas, Mother's Day, and during the summer va-
cation.

Harold Christensen gives us four basic social trends which
affect the family:

1. <u>Technological Revolution:</u> The average middle-
class person enjoys a better living than former Kings and
Queens. The steam engine brought about a decline in home
production, most things are not made in the home today. We
have railroads and mobilit people move. With the decline
of home production and mo' ity we have destroyed the Kin-
ship family.

2. <u>Population Revolution:</u> Population has slowed down
in our country. With the accepted use of contraceptives the
families are smaller. Children and property are two things
which hold a family together. In the case of a divorce the
main damage is done to the children before the divorce is
granted.

3. <u>Democratic Revolution:</u> Mr. McArthur feels that
very few people are really democratic. Democracy in the fam-
ily is on trial. The mainline families in Philadelphia en-
couraged family members to make decisions to hold family ties
strong—familism.

4. <u>Increased Secularization:</u> We don't have as much fear of Hell or "life after death" today. Religion has become more personal. Divorce is now permitted. Ministers will counsel with families about divorce.

Arthur McArthur
Consultant

Status in the family is less important now than earlier.
There is an increasing number of older people in our soc-
iety. Divide up functions of the family in a pie shape
to represent the rural economy. The following five clas-
sical functions of the family were managed in the home—
protection, religion, education, recreation, and economics.

We use the wheel to represent the nuclear family which goes
out of the family into the community from the hub.

1. protection—police, firemen
2. religion—family goes to church activities
3. education—into the community to school
4. recreation—little league, swim, 4-H
5. economic—go out to buy food, clothes, and
   services

We become a part of the wheel. What is this thing in the
middle? A film was shown with the center flying apart. This
center, or hub, must be somewhat of an interpersonal bound-
ary with personal maintenance and child socialization tied
up here. The family is not weak as long as the hub holds
out. As scon as the man goes to work in the community, this
falls apart.

How does this affect the role you play? It is very import-
ant for you to identify with your role. You play several
roles here—student, mother, lover, wife, and many others.
Your role is related to the climate of the role you see your-
self playing such as disciplinarian, friend, leader, and tea-
cher.

Every two people in a family have role relationships such as
husband and wife. The man will tell his friends that he has
a farm, house, car, wife, and children (all possessions).

Equality is a touchy thing. The husband-wife roles are in
a state of confusion in our society. We will test out your
own feelings in these areas. We will examine two kinds—
traditional and equalitarian.

The traditional family is a carry-over of man passing on
property from generation to generation. The roles are de-
fined or ascribed. They are very definite and clear. The
man is the ultimate boss. He has certain tasks such as
bringing in the money, making family decisions and important
disciplinary acts on their children, and represent the fam-
ily in the community.

The equalitarian family is emerging in our society today.
The roles are un-defined. There is a sense of sharing,group
action, democracy, and appropriate things to do.

McKinley lists five social classes:

1. Upper Class (1-2% of the population): Occupa-
    tion - major executive, ambassadors. Symbolic-
    gracious living.

2. Upper-middle Class (10-15% of the population):
    Occupation - minor business executives and tea-
    chers. Symbolic - career orientated.

3. Lower Class (20% of the population): Occupation -
    erratically employed as an occasional laborer.
    Symbolic - kicks.

4. Lower-middle Class (22% of the population): Occu-
    pation - bookkeeper, photographers, and clerks.
    Symbolic - top value is on respectability.

5. Working class (46% of the population): Occupation-
    electrician, bus driver. Symbolic - get by, secur-
    ity seeking.

Arthur McArthur
Consultant

I. Social Classes Are Based on Objective Composite
    of Variable Measurements.

    A. Type of dwelling in which people live.
    B. Occupation.
    C. Education.
    D. Religion.

II. Research Evidence on Different Styles of Family Life
    Is More Prolific in Comparisons of The Middle and
    Working Class.

    A. Middle Class.
        1. professionals (white collar workers).
        2. sophisticated, well-educated.
        3. socially-skilled.
        4. very active in social and civic organizations.
        5. traditional role of wife.

        6. good behavior in children.
        7. home ownership.
        8. church members.
        9. strong, stable family-center life.
        10. traditional role of husband complements that
            of his wife; patriarchal.
        11. equalitarian relationship.

    B. Working Class.
        1. manual workers in semi-skilled and skilled jobs,
            "working class".
        2. chief function is to care for children and
            maintenance of house.
        3. man provides for his family.
        4. dominant motivation is to "get by".
        5. values a steady job but often migrates.
        6. role of the man—a job is work not a career.
        7. reads less; uninterested in public affairs.

C. Similarity of low and middle classes.
    1. both prepare their children for marriage
       and occupational adjustments, values are
       differently oriented.
    2. both will give material and emotional sup-
       port to children as they leave home (work,
       marriage).

III. Child with One Parent.

A. Human being is a creature who must have a father
   and a mother in his life, and will create one if
   necessary.

B. The mother can maintain a wholesome environment
   so he can create a wholesome one in his own im-
   age.

———

Personality is built on a sociological, physiological world.
All build on one another. We like to think we have some in-
fluence on the child by all as each is too complex to unscram-
ble or separate from one another.

Instinct is a complex response to a complex situation that
does not have to be learned. Never use the word "instinct"
when referring to man. Man has reflexes,not instinct.

Arthur McArthur
Consultant

I. Central Problem of Adolescence.

A. Values are confused.
B. Youths interpretation misunderstood.
C. Insecurity.
D. Concern of education for life.
E. No means to respond to pressure in society.

Note: One of the most short-sighted aspirations for the youth today is that we tend to make them in our own image. Adults protect them from risks and disappointments in meeting failures. Adults desire a more developed human being than themselves.

II. Periods in Today's Youth.

A. Apprenticeship.
B. Rebellious period.
C. Cool period.

III. Core of Sex Education.

A. Adults should not set up rules and regulations. Adolescence should be guided and taught how to develop a healthy body and how not to exploit sex. Develop an attitude and think ahead and put sex in its proper place in life.
B. Achieving emotional independence of parents.
C. Selecting and preparing for occupational and economic independence.
D. Preparing for marriage and family life.
E. Developing intellectual skills and social activities necessary for civic competency.
F. Developing a workable philosophy of life that makes sense in today's world.

Perversion

"Just as all is not gold that glitters", so, too, everything that looks like sex is not sex. I believe that Freud failed to read correctly those kinds of human behavior in which sex is a disguise of other motives. In such instances, sexual action turns out to be merely the instrumentality for the discharge of aggression and competitive power-striving.

I cannot agree with Freud's definition of perversion. It is my view that any form of sexual act, including the heterosexual one, can under special circumstances represent a perversion. My criterion for perversion is a simple one. It is the perversion of a relationship from its primary purpose of love to purposes of mastery, enslavement, or destruction of the partner. I believe that human relations are degraded when a dichotomy between sex and tender sentiment sets in.The capacity for love is not a late development in the Oedipal phase of personality, as Freud believed; rather, it exists de novo in the newborn infant. The tender response is there to begin with; it becomes crushed and twisted secondarily, as a consequence of sick family relations.

(Nathan W. Ackerman, M. D. - from the foreward to "Preconscious Foundations of Human Experience", by Trigant Burrow.)

Arthur McArthur
Consultant

Some sex differences—

1. physical: appearance, pitch of voice, beard,
   strength, rate of growth (girls are one month
   older at birth and two years older at age 13.
   By age 24, boys have caught up.)

2. culture expectations:
   a. man is more agressive.
   b. man is more logical.
   c. women work faster.
   d. women live longer.
   e. different emotional pattern.
   f. women more status conscious.
   g. men enjoy physical activities.
   h. women have more endurance.
   i. women are more jealous.

A successful marriage should have—

1. mutual compatibility.
2. common interest.
3. common warp of solving problems.
4. long-run sex compatibility.

When should sex education begin?

1. at home: the way a child is made to feel about
   his own body.
2. how he is taught to feel about how the mother
   feels about herself as a woman.
3. when children ask questions - answer the questions
   that are asked in a direct way, no more.
4. feelings: adult attitudes toward a child's mastur-
   bation may cause frustration and cause the child to
   become afraid to communicate.

Arthur McArthur
Consultant

The ultimate objective in sex education is to understand
and put into proper perspective sex as a part of our total
person.

Part of sex education is to recognize the different ways
men and women respond to sexual stimulation. Part of the
sex education is to learn the response pattern of both
girls and boys. The sexual response of the girl is more
generalized. The sexual response of the boy is more expres-
sive, more easily aroused and is more intense. The experi-
ence of sexual activity is compared to a boat riding down a
river and approaching a waterfall and going over. Actually,
going over the waterfall is interpreted as the sex act itself.
Our objective in sex education is to understand and put into
its proper perspective of sexuality.

We begin with a newborn infant accepting his body, experimen-
tation, playing doctor, etc. What do you do when you find
your child playing doctor with neighborhood children? It is
not good for children to explore each others bodies compul-
sively nor is it good hygiene. Let it run its course. Do
not give children the feeling that exploring their body is
the same as any other ordinary activity.

For a child of any age to grow up and not see the other sex
can be very detrimental. It is worse to be a little too ri-
gid and a little too modest rather than a little too free.
There is a difference between natural, normal exposure and
peeking. Girls need to have a better understanding and less
fearful approach to sex. Rule #1: Don't withhold facts or
knowledge. Knowledge is the best assurance of the healthi-
est sex attitude. Knowledge will satisfy curiosity. A tea-
cher in sex education should not attack something she feels
uncomfortable with. Give the children the attitude that sex
is managing sexuality.

Pre-marital sex. When a high school student asks you this—
"Is pre-marital sex advisable?" What will you say? Never
make the decision for the person asking the question by say-
ing a direct "yes" or "no". First, determine why they are
asking the question. This is the key to the whole thing.

Through the years other kinds of things sex education has to
face up to are:

     1. playing doctor: when it reaches the point where
young children explore each others body compulsively, it is
time to bring in some diversion to keep things from going
further.

     2. when children in a family grow up and see each oth-
er naturally, when being bathed in the bathroom, etc, they
think nothing of it. Time will come when a child wants his
own privacy and will close the door.

Modesty and experimentation have to be approached with care.
It is worse to be too rigid than to be too free where there
is both boys and girls. It is much easier to give better
understanding and less fearful approach to sex. Knowledge en-
courages healthy sex attitudes. Sex is a matter of managing
attitudes. Dr. Caldoran says sexuality is something we are.
Most of the discussions about sex is on something we do.

A child is asking questions about sex because he wants to know
if the teacher has already made up her mind about the ques-
tion. Then, you tell the students that if they want a person-
al opinion, yours, (then, give it to them). Of course, we
must realize that if a teacher advocates pre-marital sex, he
will lose his job promptly and be booted out of the school.

The human being is a thing which you use as a "thing". Do
you believe that? If you can use someone to increase your
power, you do it. Dr. Eric Fromme says we are occupied with
death. We are afraid of life. If we have this "thing" ori-
ented into life, we use people in sex; otherwise, we are care-
ful. If you want something, what reason is there for not tak-
ing it? Some people raise this question on necking. We are
also told that if we have a strong feeling about something,
we have to get it out—do something about it!

We don't individually, but we are part of the society that
does. If we work with young people, we are going to make in-
roads into their attitudes about sex without ever using the
word at all. We may or may not give out contraceptives but
we should give out information about them. (Reference: Ha-
vinghurst, Character & Development)

Character Type	Developmental Period
ammoral	infancy
expedient	early childhood
conforming	later childhood
irrational-conscientious	later adolescence
rational-altruistic	adulthood

Our purpose not to make the decision for them but to present
to them the high value system that represents a better life
and yet at the same time get away from implying to the student
that the question should not have been asked. You must face
these questions as real and be very honest. Young people des-
perately want adults they can talk with.

Arthur McArthur
Consultant

Knowing the Disadvantaged vs. Working with Youth and Parents

Parents are confused as to how strict to be; how permissive;
and what behavior is acceptable. They now have less control
but as much responsibility. The needs of parents are as fol-
lows:

1. reassurance that they are going to be loved by the
   child in spite of restrictions and punishments they
   impose.

2. sense of appreciation for their sacrifices and ef-
   forts.

3. approval of society that they have done a good job.

4. sense of fulfillment in that there has been a con-
   tinuity of life.

5. a life and interest apart from their children.

(Reference: Frank Reesman - The Low Class parent tends to use
punitive measures of punishment whereas the middle class tends
to use withdrawal of love.) The flow of love between two peo-
ple is supposed to be consistent. What do you owe your par-
ents? Children maintain the values of their parents even th-
ough they tend to drift off into deviant groups. Appreciation
from the child is not to repay you but for your own satisfac-
tion.

It is possible to effectively work with people whose values
are different than yours, but to bring about beneficial chan-
ges you must understand, recognize and respect their values.

Compulsory education gives school personnel a control over
many aspects of a youth's life that they should not have,
and that is often abused.

Arthur McArthur
Consultant

I. Buying Practices of Families.

    A. David Caplovitz: "The Poor Pay More".
        1. exploitation of the poor by businessmen.
        2. psychological angle: to buy something
            wanted and/or pretty, may be more of a
            need than something practical.
        3. middle-class view of this "unwise buying",
            because they are poor, they should be bet-
            ter than the rest of us.

    B. Frank Reesman.
        1. poor need respect and empathy, more love.
        2. difficult to empathize if one feels pre-
            sence of great differences (McArthur).

    C. Maslow's hierarchy of needs.
        1. basically all people are alike.
        2. educability of children.
        3. christian approach.

II. Focal Concerns in Low-Class Culture.

    A. Trouble.
    B. Toughness.
    C. Smartness (outwit).
    D. Excitement (thrills, kicks).
    E. Fate.
    F. Autonomy.

Dr. Arthur Robins
Consultant

What is social work and social welfare? We have six dif-
ferent institutions, each having a function and a need.

1. <u>Social:</u> to give emotional shelter, appropriate
   the race, and socialize children.

2. <u>Economic:</u> the way our culture decidesour needs
   for goods and services should be met. In our
   culture people go to work, get paid, then buy
   goods and services.

3. <u>Health:</u> hospitals, etc.

4. <u>Religious:</u> churches, etc, meet our spiritual
   needs.

5. <u>Educational:</u> schools.

6. <u>Recreational:</u> meet our needs for activities.

Well, where does social work fit in? When one of these in-
stitutions does not fulfill its needs, society gets concer-
ned. Social welfare comes into the picture when these in-
stitutions do not meet the needs of the people, (example:
children whose needs are not being met because they do not
have parents.) Sometimes we have parents who are inadequ-
ate, then we have foster welfare homes.

When economic institutions are not working effectively, we
have the social security program. The causal factor for the
mal-functioning of these institutions could be many things.
When social welfare institutions get established, they become
so much a part of our economic institution. In charting our
economic problems, we have an interjection of purchasing pow-
er.

English Poor Law: (1601) set the pattern for late govern-
ment programs and established codes for handling destitute:
the able-bodied poor, unemployed poor and dependent child-
ren.

The stages of development in child welfare are:

1. workhouse - cornerstone of virtue. You either work
   or go to the workhouse.
2. apprenticeship.
3. almshouse.
4. homes with regard to problems on special needs (ex-
   ample: foster homes, crippled children's homes).

The Almshouse care for dependent children and was the next
organization. There, the children were thrown in with the
undifferentiated poor. This was considered to be a very
economic institution. The poor house was the way to handle
children for almost 100 years. There was no thought to re-
habilitation. Just take care of them as cheaply as possible.
Gradually, there was an exodus from the workhouse for child-
ren to orphanages which started in the early 1900's. The
mentally-ill adults were the last to leave the workhouse as
a group. Many of these early child-caring institutions were
established by religious institutions. Next, we have foster
homes which first appeared in the later half of the 19th cen-
tury.

Foster Homes: At this time there was an extensive migration
to the Midwest. (Reference: Thurston - The Dependent Child).
In the beginning of the 20th century all these forms of care
existed and there was great concern for the lack of supervison
and provision for children. At the White House conference in
1909, it was determined that home life is the highest and fin-
est production of civilization and children should not be de-
prived of it except for urgent and competent reasons. All
child-caring agencies should be under State inspection and ap-
proval.

These federally-supported programs demand certain provisions
that the State has to conform to. The state has to partici-
pate financially (this eliminates politics). The confidenti-
ality of the records had to be maintained. Merely because
these people were to get unrestricted money payments , this
in itself, made just one of the important provisions.

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This helps in the rehabilitation. They must be trusted. The
right of appeal is another revolutionary provision. They
could question what the agency was doing.

Dr. Arthur Robins
Consultant

Anxiety

Anxiety is a state of apprehension and tension which arises
during motivation adaptational conflicts. Some emotional
symptoms of anxiety: withdrawal, worry, pre-occupation,
loss of appetite, loss of sleep, clammy hands, etc.

I. Types of Anxiety.

    A. Objective: source is external.
    B. Neurotic: free-gloating and phobic reactions.
    C. Moral: a feeling of guilt.

II. Functions of Anxiety.

    A. Adrenalin in system (as in fear).
    B. Physiological ability to act.
    C. Immobilizing: freeze reaction.

III. Defenses Against Anxiety.

    A. Repression: an individual unconsciously protec-
       ts himself from the anxiety that it pursues. It
       is not a good coping method. It is compared to a
       dam. The water keeps building up.

    B. Reaction formation: unconsciously a person prote-
       cts himself from the anxiety that would result if
       he would be aware of the unaccountable strivings;
       over-protectiveness of a mother for her child can
       deprive the child of activity normally available
       to one his age.

    C. Projection: a person avoids recognition or the
       situation. The paranoid person has hostility

III. cont.

C. towards others and protects himself from these
people by attacking them. The advantage of pro-
jective defense prevents the person from becom-
ing anxious. The paranoid person can be extre-
mely dangerous and it is best to dis-associate
yourself with them.

D. Displacement: one avoids the anxiety that would
normally come by displacing it or expressing it
toward another object. (Example: a man is an-
gry with his boss; he comes home and takes it out
on the dog, or on his wife.) Displacement is good
as it relieves the anxiety.

E. Rationalization: is associating with intelligence.
The need for your defense arises from the fact that
we all think that we are reasonable human beings.
When something happens or when the situation threa-
tens to develop within us that we are not rational,
we develop reasonable explanations for our actions.
Rationalization is very common among minority groups.
The trouble is that people tend to strip you of it.
Then, you must do something else.

F. Sublimination: awareness of infantile strivings.
(Example: the basic drives of an artist. Sometimes
art work comes as a result of infantile feces-smear-
ing.)

G. Identification: a person defends himself from the
other defense mechanisms by identifying. (Freud:
a boy takes on the standards of society as they are
transmitted to him by his father.)

A knowledge of defense mechanisms is good, and the ability to
identify it in other people is essential for people who work
as case workers, etc. Interpret and be aware, and always use
caution.

Dr. Arthur Robins
Consultant

"Growing Up Poor" is a booklet which reviews 181 research
studies on poverty. It may contain some discrepancies be-
cause of the many authors and their definition of terms.
Tests of significant difference were used to determine whe-
ther the difference between groups, such as the poor and
non-poor, was caused by chance or their authoritarian prin-
ciples. The findings tend to become accepted because of
what the majority feel.

The culture of poverty is composed of a design for living,
traits and institutions. There are many sub-cultures of
poverty including immigrants of different ethnic origins,
poor because of the length of time they have been in pover-
ty, and those classified as poor according to their parents'
occupation.

There is no satisfactory definition of the poverty level al-
though a majority of studies use $3,000. An elderly couple
in California had a yearly income of $2,000 and were helping
their children basically by owning the homes of the children.
This was possible because of low aspirations, simple needs,
and little entertaining.

According to the 1960 census—

17% of all families with children were below $3,000 income.
40% of all white families with children were below $3,000 in-
    come.
47% of all non-white families with children were below
    $3,000 income.
81% of non-white families with female heads were below $3,000
    income.
57% of white families with female heads were below $3,000
    income.
11% of white families with male heads were below $3,000 income.
38% of non-white families with male heads were below $3,000
    income.

68% of white rural families were below $3,000 income.
53% of white urban families were below $3,000 income.
89% of non-white rural families were below $3,000 income.
79% of non-white urban families were below $3,000 income.

One of the desirable points regarding behavioral patterns
is a good parent accepts the fact that a child's behavior
is not an accident but a result of the kind of experience
offered by the parent among others. They find in low-
income families that misbehavior is regarded as something
that is bad if it has a bad outcome. (Example: if a
child gets caught stealing, this is misbehavior.)

2. Next, the parent realizes that life is a series of
problem-solving events and that for the child each stage
brings new tasks and the child must gradually work through
each one. Among the low-income group, we have lack of goal
commitment. The main objective of parents here is "keep
out of trouble."

3. Child-rearing patterns are a relative sense of coping
and not handling the child's behavior. The healthy parent
knows what he is doing; that he has some assurance of what
he is doing. In the low-income families we find a sense
of impudence.

4. Discipline is chiefly verbal. More emphasis on reward-
ing good behavior than punishing bad behavior. In the low-
income group we have a more primitive reaction to children.

5. Democratic rather than autocratic method of dealing
with children. This is the idea of the companion type of
family.

6. Authoritarian method: father is a figurehead and al-
lows mother to administer all discipline.

7. Intimate, warm relationships by the child and parent.
Parents are not afraid to be themselves; to like the child.
In the low-income group we have large families, abrupt early
yielding of independency.

The poor re a diverse group. A social worker looks at two
characteristics: 1) motivation for change 2) discomfort
and pressure to change (is it self-directed?). Also, ele-
ments of capacity: intelligence, physical, mental. In the
poverty program when dealing with low-income families you
cannot use this method or orientation.

Another type of conducive child-rearing pattern relates the
following: (conducive vs. low-income group)

1. New experiences vs. mistrust. This may be a defense
mechanism but for what purpose? Protection of their pride?
We all resist change in many different ways. We have anx-
iety about what change will bring so we develop cycnicism
(there is no way out of this so why are you bothering me?

2. Freedom of exploration (of children who are education-
ally achieving) vs. limitations of exploration.

3. Forms of stimulation reacted to vs. no reaction.

4. Goal Committment vs. fatalistic attitude.

5. Occupational success of parents (children have some-
thing with which to identify) vs. occupational failures
(Reference: The Magical Years by Selma Freiberg - book on
child development.)

Dr. Arthur Robins
Consultant

I. Process by Which A Social Worker Helps People.

A. Help people solve problems.
1. social disfunction: playing social roles.
a. preventing.
b. restoring.
c. enhancing.

B. Social case work.
1. study.
a. clearly define presenting problem.
1. treat as some effect or outcome
brought about by an antecedent.
2. establish complaint which may or
may not be basic.
3. the nature of the problem: how
long has he had it? What has he
tried doing about it? How has it
worked? What can he see you doing
for him? What can you do for him?

b. collect all relevant data.
1. relevant data is the theory you hold
as a possible problem.
2. what accounts for the problem? (Ex-
ample: inability to perform work.)
3. theoretical frame of reference as to
what brings about the problem.
4. your theory comes from the theory
of human behavior that you subscribe
to.
5. data gathered mainly in interviews.
6. need for focus to help mobilize capa-
city for study.

2. diagnosis.
a. putting together data in a cause and ef-
fect relationship.

b. make a simple statement of diagnosis.
c. kinds of diagnosis:
   1. dynamic - cross sectional view of
      social, physical, and psychological
      forces acting to produce an effect
      or problem in social living. Most
      important and beneficial type of
      diagnosis.
   2. clinical: label or fit a person into
      a classification as psychopath. Not
      too important to the social worker.
   3. etiological diagnosis: longitudinal
      view over the whole life history of
      an individual. Freud: importance of
      early experiences. Current experien-
      ces are also important. They can
      change present behavior or situations,
      but past experiences cannot be changed.

3. Treatment.
   a. hospital regiment: institutionalization.
      1. classification.
   b. treatment of remedial measures.
      1. environmental situation.
      2. need economic opportunity which may be
         part of the individual's problem.
   c. professional relationship with objectivity
      and focus that is not present with friends.
      1. help client focus on the problem.
      2. help client participate.
      3. relate to client to help lower anxiety.
         Many tend to repeat behavior that is not
         problem-solving.
   d. level of adjustment may be a calculated risk.
      1. changes need to be functional.
      2. some people adjust to changes, others
         find disorgerization during this period.
      3. ex: wife improves housekeeping practices
         and husband is left high and dry and has
         to find something else to criticize.
      4. complementarity in marriage: A picks B,
         A has needs met by B and in the process
         A satisfies the needs of B.

4. Techniques.
   a. environmental manipulation or modification.
   b. supportive measures to relieve anxiety.
   c. directly influence the behavior.
   d. reflective discussion of clients situation.
   e. help client see consequences of alternative action.

Dr. Arthur Robins
Consultant

You must have an open mind when trying to understand people
and their trou' 'es. You must know enough about formuliza-
tions in order to diagnose. A second approach is to work
down one's repertoire of diagnosis. It is a dynamic process.
You must be conscious of the whc' picture and of the needs
that must be satisfied.

Stages of the family cycle are adolescence and adulthood.
Early marriage in the modern family is really a shaky insti-
tution in relation to what it used to be. Margaret Mead
says the modern family has not lost its moral fibers but has
lost its grandmother. Fellman points out some changes in the
time element. The age of today's children has gone up. The
stages of the family are: the early period, growth period,
learning period, emptiness period, and the dissolution peri-
od. The life expectancy in 1900 was age 65. Today, it is
78.

Factors related to good adjustment in a crisis are:

1. Family adaptibility: a capacity to shift courses,
to cope with changes in the situation.
2. Bonds of unity in the family: feeling among fam-
ily members of mutual adjustment.
3. Family council control in decision-making: involve-
ment of family members.
4. Social participation of the wife: activities out-
side the home.
5. Previous experience with crisis: able to face if
have had previous successful experience with cri-
sis.

Aging

We used to think people were old after age 65, probably be-
cause of the Social Security Program. In India, people are
considered old at age 45. We begin the aging process at

birth. It depends on what we do for a living as when we are old.

Causes of aging are—

1. Biological: natural process of wearing out; the span of life has not been significantly expanded.
2. Physical: change in sensory, perceptional and motor (intelligence).
3. Sociological: as member of family, community rules that person has during life.

Aging is a cultural problem. All societies are concerned with older people and their influence.

Five things wanted in 75 primitive societies:

1. to live as long as possible.
2. to get released from wearysome exhaustion.
3. to safeguard strength.
4. to remain active in affairs of life.
5. to withdraw.

A human being can be indifferent to the dependent needs of the aged. For the most part we do not have a role for the old people to play. Did they ever have an active part in society? Many years ago? Aging is a problem because the increasing number of older people are not getting their needs met through our economic and sociological institutions.

At the 1961 White House Conference it was stated, "whenever a society and its families with support of the prevailing culture can create and sustain a mutually supportive relationship between youth and its elders, our age security rests on its strongest foundations." Research shows that old people do want to be independent. In our culture, we do not think that old people are a repository of knowledge.

Dr. Arthur Robins
Consultant

I. Adolescence Defined; A time of stress and turmoil;
   a time of uncertainty, growing self-consciousness.

   A. There are contradictory or confusing demands in
      relation to physical maturity in terms of growth,
      strength, ability to bear children, mental capa-
      city, etc. A person's mental ability reaches a
      peak at age 17 or 18. The adolescent's ability
      to learn is great at that age, but they do not
      judge on the capacity to make good choices be-
      tween alternative courses. It takes experience
      to learn quickly.

II. Areas of Difficulty for Our Society.

    A. Occupational placement.
    B. Physical capacity.
    C. Problem of sexual maturity.
    D. Emancipation problem.
    E. Education - culture.

III. Problems Related to Juvenile Delinquency.

    A. Psysiological: related to physical development.
    B. Sociological: related to recreation, broken
       homes, poverty, etc.
    C. Psychological: related to behavior.

IV. Role of The Teacher or Organization in Strengthen-
    ing Family Life.

    A. Personal problems are not the concern of the
       teacher unless they interfere with class proced-
       ure or performance.
    B. Don't mix the role of the teacher with the thera-
       pist.

C. Keep the focus on the f_mily; involve them in educational situations of children.
D. Stir up general interest with problems, rather than individual problem-solving.
E. Help them with general principles and where they can go for help.

V. Alcoholism.

A. Alcoholics are excessive drinkers whose depen- dence on alcohol has attained such a degree that they show noticeable mental disturbanc_s and in- terference with bodily health, interpersonal re- lations, social and economic functions.
B. 1961, 5.5% of the total amount of deaths was at- tributed to alcohol.
C. 1960, 21,000 patients in government mental hospi- tals due to alcohol.
D. One out of seven first admittances to State and County mental hospitals due to alcoholism.
E. Age 35-44 is the most prevalent age group for al- coholism.
    1. there is no consistent theory why some people drink to excess.
    2. there is no real differentiation between cause and effect of alcoholism. Mr. Robins referred us to the Welfare Administration pampl_let, "New Treatment Approaches for Low-income Peo- ple".
F. Low-income families are living from crisis to cri- sis and are trying to make do with a string where they need a rope. The string keeps breaking.

Field Trip
Poplar Bluff, Missouri

Community Action Program
and Leader Aide Component

Principles for developing a Community Action Program:

1. Selecting a study group.
   2. members are non-professionals.
   b. they are interested in the study area.
   c. they are community leaders.
   d. by popular selection.

2. Presenting the opportunity.
   a. must be with objectivity.
   b. must be with clarity.

3. The developing process.
   a. plan based on community self-evaluation.
   b. plan selected from suggested alternatives.
   c. program is developed.
   d. program is implemented.

4. Role of Extension.
   a. change agents.
   b. resource persons.
   c. consultants.

How do Leader Aides view their job and how do they feel about it?

1. Makes home calls to get acquainted; to "show and tell" about homemaking skills, community services, etc.

2. Primary aim to help a person help himself.

3. Most work is with individuals in their homes, or with small groups. Aide must find where she works best.

Through community center activities which the community organized, community leaders have been spotted and have taken part in community affairs.

From a question-and-answer session came the following ideas:

1. Local people on an Extension Council may appoint a screening committee to hire Leader Aides; have found it is best to start with a carefully developed job description.

2. Leader Aides often work with and through the Welfare Office.

3. Leader Aide generally knows the family on whom she is calling.

4. Leader Aides are hired on a half-time basis.

Today, Extension Service works through organized groups, special audiences and groups requesting help.

July 26, 1966 (a.m.)

Field Trip
Poplar Bluff, Missouri

Poplar Bluff Public Housing Projects

1. Rent varied according to size of living unit, number of
    services available to the renter, income level of the
    renter, and family size of the renter.

2. In both program and project there was evidence of built-
    in ease of care, privacy and community life.

Poplar Bluff Job Corps Center

1. Some 170 men have been or are presently enrolled at the
    camp since its beginning.

2. There is a fairly high dropout rate from the Job Corps,
    mainly due to home-sickness.

3. Many corpsmen have tried, but failed, to get into the
    military services primarily due to a lack of basic edu-
    cation. Many go into the military services after their
    Job Corps training.

4. The job of the camp staff is that of administration of
    the program, education of the men, and supervision of
    work.

5. The men range in age from 16-22 years. Generally, they
    lack reading skills, are in poor health, realize their
    lacks and are seeking a "last chance".

6. Classes are small, informal, and instruction is individ-
    ualized.

7. The ultimate goal of the program is to equip the boy
    with educational and vocational skills so he can get a
    job with a future.

Dr. John Voth
Consultant

What are the trends in education today? What is the direction in which education is moving? Each class member write five trends which you see in education today. These can be checked with results of discussion today. Another useful approach would be to order them in preference and importance and give reasons why.

Listing trends is one thing. Evaluating "good", "bad", desirable or undesirable is done in terms of the goals to be reached.

Education has no given goal. Maturity? What is a mature person? (Example: We tell kids to increase education to increase income.) More money means more emphasis on material goods, and less on what love can buy. Democracy says, "Help everyone; hurt no one; and help everyone in all ways." Capitalism says: "Grab everything for self."

SQ3R System for Study— Survey whole picture
                       Question for expectation
                       Read for ideas
                       Recite findings
                       Review for accuracy

Trend: Changes in guidance and counseling:

1. __Vocational:__ every teacher becomes a part of the system for handling vocational information. Segments of the community need to be involved. Resources of many kinds are included in SQ3R process for vocational study.

2. __Educational:__ every teacher becomes involved in providing opportunities for students to explore courses of study, educational institutions, and other institutions of the community.

3. **Personal-counseling:** Advice giver, counselor sees a situation that has worked out well for someone, then advises the boy or girl to do the same thing.

Concept: DIADEM - "Teachers' Crown"

Develop lesson or unit plan, flexible, adaptive.
Implementation in classroom.
Analyze what has been done.
Discover new ways of doing this.
Evaluate new ways.
Modify for effectiveness.

July 27, 1966 (p.m.)

Dr. John Voth
Consultant

We have had a change throughout the years of curricula and extra-curricula. In the 1700's there was only the curricula and we did not permit the extra-curricula. In the course of time we have had a change. All of a sudden we had a merger of the two (also referred to as "co-curricula"). Then, we have branches of the extra-curricula going off into the curricula. Then, schools talk about the formal program and the informal program. Co-curricula focuses on a given set of problems.

Another response, or way of looking at teaching is, I am not sure that we should deprive the culturally deprived from being with the normal.

1. Whole school system.
2. Instructional system.
3. Individual, or the self system.

There are many parts to an automobile. The better you know a car, the more you are aware of it. A mechanic will place emphasis on certain parts. Generally speaking, people are

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interested in all the parts. These parts function in dif-
ferent ways. The most important part of a car is the dri-
ver because the function of the car is to get someone from
one place to another. The driver has specific functions.

1. Needs a steady hand.
2. Needs a watchful eye.
3. Must select a careful road, ie. decision-making.
4. Must function in a democratic fashion. He is there
    to hurt no one but to help all by being observant.
5. Has joy and courtesy.

Analogy to the Instructional System

The parts are: different content, careful preparation, dif-
ferent instructional materials, and the teacher, who repla-
ces the driver of the car in the analogy. The more aware we
are of the parts, the more we study and the more we see and
the better we can get them up and use them in better ways.
We need to adjust our teaching according to the parts. The
teacher must—

1. Have a steady hand; let nothing ruffle her.
2. Have a watchful eye; watch each pupil carefully;
    pick up new information, and see need for changes.
    See if students are ready to receive what you have
    to give them.
3. Select role carefully; be ready to guide as the
    time is there, and recognize your role ahead of
    time.
4. Be democratic; boys are not like apples. Once an
    apple is rotten it is always rotten. We need sev-
    eral compartments, or sections, for levels of
    achievement. Students will accept this but tea-
    chers will not.
5. Have joy and courtesy; this is a tremendous field
    and involves the way the teacher behaves and fun-
    ctions.

July 28, 1966 (a.m.)

Dr. John Voth
Consultant

.he Seven Cardinal Principles of Secondary Education (1918);

1. Health
2. Command of the fundamental process
3. Worthy home membership
4. Vocational training
5. Citizenship
6. Worthy use of leisure
7. Ethical character

The above might be revised into the Five Cardinal Principles of Secondary Schools:

1. The three R's
2. Health
3. Vocational training
4. Worthy home membership and use of leisure time
5. Ethical character

A family relations' unit was selected with emphasis upon personality development at the junior high school level, and member roles at the senior high school level.

Instructional Activities include—

1. Find and discover
   a. content

2. Develop
   a. instructional materials
   b. instructional equipment
   c. instructional area
   d. teacher behavior
   e. pupil behavior

3. Evaluate
4. Cull

The Imperative Needs of Youth

(The common and essential needs that all youth have in a democratic society)

1. Salable skills.
2. To develop and maintain good health and physical fitness.
3. Understand the rights and duties of the citizen of a democratic society.
4. Understand the significance of the family.
5. Understand the methods of science.

6. How to purchase and use goods, and services intelligently.
7. To develop capacities to appreciate beauty in literature, art, music, and nature.
8. To use leisure time well and to budget it wisely.
9. To develop respect for other persons.
10. To develop groups in ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

Dean Arthur Nebel
Consultant

Social Action defined: It is a process which includes acti-
vity which affects a large number of people and brings about
desired social changes. It is an effort usually undertaken
by both professional and lay people in order to face social
problems and to bring a solution about. One of the object-
ives is to acquaint yourself with the professional role in
dealing with the culturally deprived persons; to understand
it; what it means; how to overcome it. We feel there are
some hard-core cases that agencies are willing to write off.
With some families we can pick the cycle of poverty.

What is the setting for social action? Answer: the commun-
ity. When a group begins to study a problem and makes rec-
ommendations, change is the result. Why? When you have
people studying a problem, and you have those who are the
recipients of that study, well, naturally there is change.
The clinical psychologist says that when any two people meet
on the street, talk, and then leave, it is said their person-
alities have changed. Social action must be considered to be
an aspect of a democratic society and it offers a trust to
the people of the area so stimulated.

I. Problems That Arise When Professional And Lay People Come
   Together.

   A. Level of interests differ.
   B. Difference in language (terminology).
   C. Different attitude and feelings toward social pro-
      blems and these are usually present.
   D. There are problems of superiority and inferiority.
   E. Often differences in goals.
   F. Question arises, "Who will lead?". Professional
      people sometimes think they should lead when lay
      people may be closer to the case.
   G. It is sometimes difficult to get lay people involved.
   H. Sometimes the professional person is in competition
      with other professional leaders.
   I. What geographical area should be covered?

J. There are often prejudices and previous commit-
ments of one or both.
K. Turnover of personnel.

II. Suggestions for Better Integration of Leadership.

A. There should be some rotation of leadership and
membership.
B. Democratic process should be stressed.
C. A need exists for simple lucid information.
D. Aim to involve all the people through planning
and coordination.
E. Sound representation.
F. Effective, efficient organizational structure.
G. A common language should be used.
H. Effective use of committees.
I. Goals defined from the beginning.
J. Re-evaluation of goals as action proceeds.
K. Study and research are imperative to action.
L. Formalize organizational structure through in-
corporation of other legal procedure.
M. Sessions should be recorded.
N. Pre-meeting planning and communication; create
an agenda.
O. Maintain interest through committee reports.
P. Be sensitive to community pulse.

III. Case Study, "A Baby Starves in Madison".

A. Purpose.
1. examine the facts.
2. study the policies and procedures of agen-
cies and the restrictions of the law rela-
ting to referral systems and services in
such cases.
3. make recommendations with respect to the
matter set forth above and in that connec-
tion to determine whether and how closer
coordination can be provided among agen-
cies.

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Marilyn Maddux
Consultant

When a child is made custody of the Court, the agency in
charge is held accountable to the Court. In any custody
case there are two hearings—one to take custody and one
to release custody.

Concept of time: Disadvantaged and deprived people do not
have the same concept of time as others. Time means lit-
tle to them since they have very little regulation of time.
Rarely is anything anticipated of them. Routine does not
exist. There are no clocks in their homes.

Non-verbal: They may seem to be very non-verbal but they
are communicating by moods, withdrawal, and facial expres-
sions.

Relationship: Disadvantaged and deprived people usually
try to do the best they can.

Removal of Children (Foster Care): When children are re-
moved from the home, they have a tendency to blame them-
selves for the condition, not their parents. This removal
is a traumatic experience for the children. It is diffi-
cult to find permanent foster homes; therefore, children
are moved quite often which makes it hard for them to re-
late to others and to trust. Changes in the home are bet-
ter than taking a child out of their own home. Usually,
an agency will look to relatives for help first before
placing children in a foster home which should be a last
resort.

When referring people to agencies, select the proper agency.
This means you must know what an agency can do; what their
requirements are; and what qualifications make someone eli-
gible for their services. Large cities may have a referral
service that will handle applications to all agencies. When-
ever you refer someone to an agency by calling, follow this
up with a letter to make sure the services are rendered. You

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should also expect to hear from the agency reporting what they have done with your referral. When registering a complaint about some family to an agency, expect to give your name. It may be needed to document evidence in Court.

A summary of a study made in St. Paul in 1957 showed how families made use of agencies. Six per cent of the families were using 50% of the resources. The median contact during a family life cycle was 13. Nine agencies were being used. Of the families using the agencies, 25% of them were active with one or more agencies at the time of marriage or one month after. Thirty-nine per cent were known by the agencies after 6 months of marriage; 51% within one year; 78% by the end of 6 years; and 88% after 8 years. Public assistance agencies were the most used.

This study predicts multi-services available from one agency in the future. This will prevent families being shuttled back and forth between agencies.

Normal Resources of Agencies in a Non-rural Community:

1. <u>Division of Welfare</u> has traditionally given financial assistance.
2. <u>Family Agencies</u> include those under the auspicies of Red Feather, churches, and private organizations.
3. <u>Planned Parenthood</u> provides counseling in family planning and in fertility. They also do pre-marital counseling in the use of contraceptives, sexual life in marriage, and arrange medical examinations which include a pap smear.

4. <u>Red Cross</u> is limited to give help to service-connected people except in time of emergency.
5. <u>Health Nurse</u> sees that immunizations are given.
6. <u>Venereal Disease Clinics</u> give out information to prevent venereal diseases from spreading. Studies show that children age 9-11 are the ones that must receive this information to prevent spreading.

7. <u>Well-baby Clinics</u> teach how to care for children
   and how to cope with mal-nutrition.
8. <u>Prenatal Clinics</u> are for use by the most deprived.
9. <u>Out-patient Clinic.</u>

10. <u>City Hospitals.</u>
11. <u>Visiting Nurses Association.</u>
12. <u>Home Care Programs</u> care for patients at home by
    going into the home to help them make adjustments
    after being in the hospital.

13. <u>Cripple Children Services</u> help in cases of cor-
    rectable hear: disease and correctable crippling
    bone diseases and plastic surgery.
14. <u>Employment Agency.</u>
15. <u>Rehabilitation.</u>

16. <u>Schools</u> test for IQ which show deprived children
    having high scores when they start school and a
    decline the further they get in school. This
    shows that the ways of measuring are not accurate.
17. <u>Salvation Army</u> gives emergency relief, shelter,
    maternity homes, and care to alcoholics.
18. <u>Public Housing (mixed blessing)</u> is the only life
    these children have seen and this fact must be
    considered in evaluating these people.

August 1, 1966 (a.m.)

Mrs. Marie Huff
Consultant

Mrs. Huff reported on the National Leadership Conference on
consumer education and financial planning held at the Univ-
ersity of Maryland July 17-29, 1966. The purpose of the
conference which was sponsored by the National Committee for
Education in Family Finance, was to give leadership training
to State department personnel with responsibility for curri-
culum development in the area of consumer education and fam-
ily financial planning. The functioning of the family unit
draws on several disciplines for concepts that are necessary
to effective family living.

Definition of a "family"—a subjectively recognized unit of
men and women in a husband/wife relationship living in one
household with or without children and with or without marri-
age bonds.

The family of today is a colleague family held together by
interaction such as companionship and affection. It is a de-
mocratic arrangement. We cry out about recreation outside
the family, but fail to look inside the unit. We need to use
some of the recreation money to build cohesiveness. There is
a need to find ways to keep the family together. More people
are striving for satisfactory marriages than happy ones. In
designing curricula we need to know goals and elements of a
satisfactory marriage. Elements of identity and individual
competence, health, intelligence, empathy for spouse, autono-
my, selectivity, creativity. Marriage is based on four
things:

1. companionship
2. communication
3. domesticity
4. sexual satisfaction

The pressures today are great on youth. We need to help
the young to find out what marriage costs. Many marriages

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have problems stemming from economics. There is a need to make schools more relevant to today's living youth. The instruction is limited only by teachers competence and capacity.

Business spends 160 million dollars a year for teaching materials—some good, some propaganda. Examine the many programs teaching consumer education. Encourage youths to seek information about budgeting, buying, borrowing, understanding the market place. Our motto is, "informed people making rational choices in the marketplace." (Reference: Mrs. Esther Peterson, Special Consultant to the President on Consumer Affairs.)

Every age feels they are going through a crisis:

Affluent society	vs.	Millions of unhappy people
Atomic power for peaceful means	vs.	For annihilation
Explosion of knowledge	vs.	Cultural lag
Automation	vs.	Mass employment
Brilliant medical discovery & knowledge	vs.	Population explosion
Conformity	vs.	Individuality
Increased education	vs.	Increased juvenile delinquency
Universal education	vs.	Lack of committment to democratic values
Productivity	vs.	Pockets of poverty

Role of Social Security: Social Security was born out of the idea that if one sets aside a portion of income, he will have income when he quits working. It was an effort to prevent poverty as a result of death of the breadwinner, old

age, disability. It encourages savings. Social Security is all that 85% have as permanent retirement protection. (Reference: Mr. David, Assistant Commissioner, Social Security)

Developing a Financial Plan for Effective Living: What you spend your money on is what you are spending your life on. A great portion of life is spent earning. Our greatest expenditure is spent for what we think is important built on deep-seated values. There is a need to budget for some nonsense and impulse buying. We need to look at "financial tracks of the past" as a guide to future planning. A person in a financial bind is usually in a time bind. Consumer education cuts across many subject matter fields, probably not a separate course in itself. Include personnel from various agencies in your teaching. Provide in-service education to up-date knowledge and encourage experimentation. (Reference: Clifford BeBell, Vice-chairman National Committee for Education in Family Finance.)

Education for Social Change: The old idea of schooling as an optional advantage has now been outlived. Education becomes a necessity for all. Ours is a complex educational process draining all human and material resources. It is no longer a job for the professional educator alone. Funding from many non-educational sources has had an influence. We can no longer protect schools from outside forces. View research as a process. Any innovation has these steps—research, development, difussion, and adoption. (Reference: Dr. Gordon McKenzie, Professor of Curriculum, Teachers College, Columbia University)

After reporting on the above conference, Mrs. Huff introduced the home economics related occupations programs of Missouri. The main requirements in addition to the regular vocational home economics requirements are the teacher having occupational training and work experience provided for the students. Some problems that must be solved are the type of loan the teacher will handle and the shortage of teachers prepared for the programs. The first goal is a high quality educational experience for the youth.

Mrs. Marie Huff
Consultant

I. Problems in Establishing Programs in Vocational Home
   Economics.

   A. Communication: several area meetings were set
      up for superintendents. A booklet was developed
      entitled: "Opportunities in Occupational Home
      Economics".
   B. Survey for administrators and teachers to deter-
      mine needs and interests of school and community.
   C. Training meetings were established for teachers.

II. Occupational Programs Procedures.

   A. Contract is sent to administrators in July. It
      is signed and returned to State Office.
      ... teacher. fill out qualification form for cer-
          tificates to be issued.
   B. Each teacher fills out preliminary report from
      which budget is estimated, and returns it to
      superintendent.
   C. No one should try to dominate a program, but
      serve as a team.
   D. Improve ancillary services.
   E. Know information contained in Vocational Acts.
   F. Inter-agency council should meet once a year,
      sharing program activities.

Dr. H. H. London
Consultant

I. Vocational Guidance—a Service Extended to the People
    to Choose and to Prepare for a Given Occupation.

    A. Four aspects of this program.
        1. occupational choice
        2. occupational training.
        3. finding employment.
        4. job adjustment.

    B. Brief history.
        1. part of a conservation movement which orig-
            inated under President Theodore Roosevelt in
            1906.
        2. Two sociologists were instrumental in imple-
            menting program.

    C₀ Occupational choice.
        1. cannot have sound vocational education without
            sound vocational guidance which is basic and
            fundamental part.
        2. it is untrue that people were cut out for ni-
            ches.
        3. people properly trained, properly matured, and
            who are willing to put out effort can acquire
            a job that is in relation to their ability.
        4. the "right" job is one that affords opportunity
            for satisfaction.
        5. students should be made aware of many jobs.
        6. some problems with disadvantaged in regard to
            occupational choice exist—
            a. motivation lacking.
            b. poorly educated.
            c. evidence of low ability.
        7. ways of taking care of people who do not have
            jobs—
            a. taxes.
            b. colonization.
            c. planned economy.

8. Stigmas attached to certain jobs are—
    a. religious.
    b. social.
    c. psychological.
9. Unbalance between supply and demand.
    a. manpower problem.
    b. 82% being prepared for workforce.
    c. trend shows number of jobs decreasing.

D. Occupational training.
    1. people need work experience.
    2. work can bring about better education.
    3. justice is the right of every citizen.
    4. vocational funds must be devoted to wage-earning.
    5. implications for occupational training—
        a. balance between supply and demand.
        b. alleviation of occupational adjustment.
        c. optimum use of human resources.
        d. tackle entire job with a closer coordination of forces.
        e. become more active in arranging.

August 3, 1966 (p.m.)

Dr. Wilbur Miller
Consultant

I. Factors Affecting Participation.

    A. 35-40% leave before graduation.
    E. Dropout—student who leaves school for any
       reason except death, before graduation, or
       completion, of studies and without trans-
       ferring.

II. What Factors Characterize the Dropout?

    A. Intelligence.
    B. Reading ability.
    C. Grade and subject factor.
    D. Participation.
    E. Family background.

III. Prevention of Dropouts?

    A. Factors that will help keep potentials from
       becoming actuals:
       1. work experience.
       2. extra-curricular activities.
       3. curricula change.
       4. teacher.

    B. Occupational Opportunities.

IV. Status of American Women.

    A. Background factors.
       1. head of family (7 out of 10 women).
       2. non-white (7 million employed).
       3. life span (1963—73 years.
       4. 8 out of 10 work outside home.

V. Educational and Counseling Needs.

   A. 1963, ½ women over 25 were dropouts.
   B. Make training geographically available.
   C. Teach fundamentals not likely to change.
   D. Make family services available.
   E. Make food service and food service aides available.

VI. Work Experience.

   A. Work as part of educational process could be exploited for occupational areas relative to goals; is not a recent concept. Apprenticeship early idea.
   B. Work as supplement to education: manual labor movement; NUA in 1930; in 1964 Economic Opportunity Act for college students.

VII. Standard Cooperative Programs in Secondary Education.

   A. Not a new concept.
   B. Types—cooperative DE, industrial and office.
   C. Basic procedure:
      1. 15 hrs. week on the job.
      2. 5 hrs.week in related class.
      3. general related income.
      4. technical information.
   D. Desired outcome:
      1. skills.
      2. knowledge and attitudes developed through individual study in as many as 15 different occupations.
   E. Coordinators' role:
      1. provide work stations.
      2. make training agreement with employer.
      3. give individualized instruction.

VIII. Experimental Programs.

   A. Job training program for retarded youth
      1. in experimental stage.
      2. being explored in pilot programs in some areas.

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August 4, 1966 (p.m.)

Dr. H. H. London
Consultant

Occupational Analysis, Surveys,
and Inter-Agency Relations in the
Training of the Disadvantaged

One of the really big problems in operating any vocational educational program is that of determining what to teach. If prospective trainees lack basic education, the place to begin with them is at that level. The occupational survey is useful in discovering for what occupations training should be given.

Steps involved in making an Occupational Survey:

1. Planning: purposes, sponsors, instruments, personnel, and training of interviewers.
2. Selling the idea to the community and explaining purposes and uses.
3. Collecting data.
4. Tabulation of data.
5. Analysis of data.
6. Reporting findings.

The following types of data are usually collected:

1. Number and title of different occupations carried on in a labor market area.
2. Number of workers employed in ..ch.
3. Annual labor turnover or job openings.
4. Entrance requirements.
5. Trends.
6. Number in training.
7. Net result of in-flow/out-flow of workers.

Without this type information one can only estimate what
occupations to train people for. Keep in mind, of course,
that our labor force is mobile, but not the disadvantaged.
Nine out of ten farm youths must leave the farm, and the
brighter they are the quicker they leave and the further
they go!

Once the occupations have been decided upon, then we must
identify the essential job skills and related information
which the worker must have in order to perform the duties
involved, and the personal-social characteristics required
for success on the job. The Occupational Outlook Handbook
is helpful in establishing the latter. Occupational Analy-
sis is used to identify the skills and related information
required.

Finally, let us make a few observations concerning trends
in Home Economics. School administrators and school board
presidents in Missouri show little interest in Home Econo-
mics for young and adult homemakers. (Less than 18% see any
need for expanding this program in the evening school.) More
than one-half of both groups report the belief that day clas-
ses should be expanded, and since any new money for Home Ec-
onomics must go for job-related training,they express an in-
terest in this. We are getting away from categorized voca-
tional education.

Many of your projects and programs in the future will, or
should, involve cooperative efforts with Distributive Educa-
tion and Trade and Industrial Education.

To this end, both you and Vocational Agriculture teachers
must become arrangers of programs, not just teachers.

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